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ABSTRACT

This volume is one of the products of the knowledge development effort implemented under the mandate of the Youth Employment and Demonstration Projects Act of 1977 (YEDPA). It provides an overview of FY 1979 planned projects funded in the 50 states, the District of Columbia, and Puerto Rico under the Governors' statewide youth services grants (part of the YEDPA effort). The report highlights and summarizes planned projects, with program descriptions summarizing the states' efforts in providing needed statewide employment and training services for youth. A discussion of program knowledge and recommendations is also included in the report. (KC)

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YOUTH KNOWLEDGE DEVELOPMENT REPORT

PROGRAM EVALUATIONS
The State Role in Youth Employment and Training Programs

May 1980

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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YOUTH KNOWLEDGE DEVELOPMENT REPORT 3.11

THE STATE ROLE IN YOUTH EMPLOYMENT AND TRAINING PROGRAMS

National Governors Association

May 1980

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OVERVIEW

State governments play an important role in CETA youth programs and their is potential for an even greater impact:

First, State action is needed on issues which transcend single prime sponsors such as the provision of occupational information and where there are economies of scale as in the provision of statewide technical assistance to CETA delivery agents or in support of a State network of training centers that draw from several prime sponsors.

Second, policies for education, vocational education and apprenticeship are set at the State level. For youth programs to be successful, linkages must be achieved. State leadership is critically important.

Third, the State is a major player in dealing with certain significant segments of the youth population, particularly young mothers, offenders and troubled youth, migrants and the handicapped.

Fourth, State governments have oversight and coordination responsibilities reflected in their designated reviews of local prime sponsor plans. These are potentially important where prime sponsor areas are not contigous with labor market areas and are being more significant as the number of consortium declines.

Fifth, States are, themselves, prime sponsors with delivery responsibilities. To the extent they better achieve the above functions, they can better perform their prime sponsorship responsibilities.

The dollars going to the States for these purposes are substantial. In 1980, Governors received a direct allocation of $41 million in YETP resources for statewide services for youth under the supervision of the State, for labor market and occupational information, for linkages between State and local institutions, for experimental programs and for apprenticeship linkages. There were setasides from regular CETA allocations for vocational education and institutional and educational linkages. These amounted to $124 million and $21 million respectively in fiscal 1980. As balance-of-State prime sponsors, the Governors also received $394 million in SYEP, YETP and YCCIP, or more than a fourth of prime sponsor allocations.

There is enormous variability in the interest and effort of States, as well as their effectiveness in establishing these resources. Some States function basically in the passive grant mode, simply distributing resources among jurisdictions and delegating decisionmaking responsibility. Other States have focused on innovative and linked projects but have been less concerned with the larger governance issues. A few States have developed and implemented statewide youth policies.

Several steps have been taken under YEDPA's national discretionary authority to improve statewide efforts:

- The National Governors' Association was commissioned to assess Governors' youth programs, to provide technical assistance, and to identify model program and approaches. This volume is a product of NGA's effort.

- Major support was provided to the National Occupational Information Coordinating Committee to establish State Occupational Information Coordinating Committees.

- Incentive grants were provided for States using available CETA resources to establish statewide computerized occupational information systems.

- Several statewide demonstration programs were supported including juvenile justice projects in Vermont and Massachusetts, the Jobs for Delaware Graduates program creating a nonprofit intermediary to offer career information to secondary students, and coordinated statewide weatherization programs in Wisconsin and Washington.

- Incentive grants were provided for exemplary statewide CETA/vocational education linkage activities.

- A consortia of State level interest groups including NGA, the National Association of State Boards of Education, the Education Commission of the States, the Council of Chief State School Officers and the American Vocational Association, was funded to provide intensive one-on-one assistance to States to better coordinate education and employment and training programs for youth.

In this volume, the two studies of Governors' youth programs in fiscal 1978 and 1979 document the promise of, as well as the need for, an active and informed State presence in employment and training programs.

This volume is one of the products of the "knowledge development" effort implemented under the mandate of the Youth Employment and Demonstration Projects Act of 1977. The knowledge development effort consists of hundreds of separate research, evaluation and demonstration activities which will result in literally thousands

of written products. The activities have been structured from the outset so that each is self-standing but also interrelated with a host of other activities. The framework is presented in A Knowledge Development Plan for the Youth Employment and Demonstration Projects Act of 1977, A Knowledge Development Plan for the Youth Initiatives Fiscal 1979 and Completing the Youth Agenda: A Plan for Knowledge Development, Dissemination and Application for Fiscal 1980.

Information is available or will be coming available from these various knowledge development efforts to help resolve an almost limitless array of issues. However, policy and practical application will usually require integration and synthesis from a wide range of products, which, in turn, depends on knowledge and availability of these products. A major shortcoming of past research, evaluation and demonstration activities has been the failure to organize and disseminate the products adequately to assure the full exploitation of the findings. The magnitude and structure of the youth knowledge development effort puts a premium on structured analysis and wide dissemination.

As part of its knowledge development mandate, therefore, the Office of Youth Programs of the Department of Labor will organize, publish and disseminate the written products of all major research, evaluation and demonstration activities supported directly by or mounted in conjunction with OYP knowledge development efforts. Some of the same products may also be published and disseminated through other channels, but they will be included in the structured series of Youth Knowledge Development Reports in order to facilitate access and integration.

The Youth Knowledge Development Reports, of which this is one, are divided into twelve broad categories:

1. Knowledge Development Framework: The products in this category are concerned with the structure of knowledge development activities, the assessment methodologies which are employed, validation of measurement instruments, the translation of knowledge into policy, and the strategy for disseminating findings.

2. Research on Youth Employment and Employability Development: The products in this category represent analyses of existing data, presentation of findings from new data sources, special studies of dimensions of youth labor market problems and policy analyses.

3. Program Evaluations: The products in this category include impact, process and benefit-cost evaluations of youth programs including the Summer Youth Employment Program, Job Corps, the Youth Adult Conservation Corps, Youth Employment and Training Programs, Youth Community Conservation and Improvement Projects, and the Targeted Jobs Tax Credit.

4. Service and Participant Mix: The evaluations and demonstrations summarized in this category concern the matching of different types of youth with different service combinations. This includes experiments with work vs. work plus remediation vs. straight remediation as treatment options. It also includes attempts to mix disadvantaged and more affluent participants, as well as youth with older workers.

5. Education and Training Approaches: The products in this category present the findings of structured experiments to test the impact and effectiveness of various education and vocational training approaches including specific education methodologies for the disadvantaged, alternative education approaches and advanced career training.

6. Pre-Employment and Transition Services: The products in this category present the findings of structured experiments to test the impact and effectiveness of school-to-work transition activities, vocational exploration, job-search assistance and other efforts to better prepare youth for labor market success.

7. Youth Work Experience: The products in this category address the organization of work activities, their output, productive roles for youth and the impacts of various employment approaches.

8. Implementation Issues: This category includes cross-cutting analyses of the practical lessons concerning "how-to-do-it." Issues such as learning curves, replication processes and programmatic "batting averages" will be addressed under this category, as well as the comparative advantages of alternative delivery agents.

9. Design and Organizational Alternatives: The products in this category represent assessments of demonstrations of alternative program and delivery arrangements such as consolidation, year-round preparation for summer programming, the use of incentives and multi-year tracking of individuals.

10. Special Needs Groups: The products in this category present findings on the special problems of and adaptations needed for significant segments including minorities, young mothers, troubled youth, Indochinese refugees and the handicapped.

11. Innovative Approaches: The products in this category present the findings of those activities designed to explore new approaches. The subjects covered include the Youth Incentive Entitlement Pilot Projects, private sector initiatives, the national youth service experiment, and energy initiatives in weatherization, low-head hydroelectric dam restoration, windpower and the like.

12. Institutional Linkages: The products in this category will include studies of institutional arrangements and linkages as well as assessments of demonstration activities to encourage such linkages with education, volunteer groups, drug abuse and other youth serving agencies.

In each of these knowledge development categories, there will be a range of discrete demonstration, research and evaluation activities, focused on different policy, program and analytical issues. For instance, all experimental demonstration projects have both process and impact evaluations, frequently undertaken by different evaluation agents. Findings will be published as they become available so that there will usually be a series of reports as evidence accumulates. To organize these products, each publication is classified in one of the twelve broad knowledge development categories, described in terms of the more specific issue, activity or cluster of activities to which it is addressed, with an identifier of the product and what it represents relative to other products in the demonstration. Hence, the multiple products under a knowledge development activity are closely interrelated and the activities in each broad cluster have significant interconnections.

This volume should be read in conjunction with the other assessments of CETA youth programs in the "program evaluations" category. In particular, several balance-of-State programs are included in the case studies covered by Youth and the Local Employment Agenda. There is a significant amount of information about the State role in education in Linkages Between the Education and Employment and Training Systems, Volume I-III in the "institutional linkages" category.

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I. BACKGROUND

In 1976, unemployment rates of 16.9 percent for all teenagers and 37.1 percent for black teenagers, emphasized the fact that youth unemployment was a serious national problem. The 16 to 24 age bracket accounted for nearly one-half of the total unemployment figure in 1976, compared to one-third the total in 1960. From 1963 through 1969, sustained economic growth and declining unemployment absorbed the rapid expansion of the teenage population. However, the post-Vietnam recession coupled with an economic slowdown, directly affected teenage unemployment by boosting that rate to 20 percent in 1975.

Although actual numbers of youth will diminish during the next decade, the problem of youth unemployment will not necessarily lessen. In 1981, the last of the population attributed to the baby boom will pass through the teenage years; thereafter, this age population will decline relatively. However, since post-war birthrates for blacks peaked later and are declining more slowly than for those of whites. the black teenage population will continue at its current level through atleast 1990. In 1970, minority youth represented 11.1 percent of the teenage labor force, by 1985 this figure is expected to reach a high of 15.2 percent.

President Carter's concern regarding high teenage unemployment rates, especially among minority youth, led to Congressional passage of the Youth Employment and Demonstrations Project Act (YEDPA) in August of 1977. This legislation provided for a myriad of programs exploring different approaches to the problem of youth unemployment. Congress, recognizing the need to test these programs in different local contexts,provided discretionary funds to Governors for special statewide youth services. Section 433(a) (2) of YEDPA allows five percent of the funds available under the Youth Employment and Training Program (YETP) to be used by Governors for programs in the following categories:

(1) financial assistance for employment and training opportunities for eligible youths who are under supervision of the state;

(2) labor market and occupational information, without reimbursement, to prime sponsors and local educational agencies;

(3) for the establishment of cooperative efforts between state and local institutions, including occupational and career guidance and counseling and placement services, for in-school and out-of-school youth;

(4) financial assistance for expanded and experimental programs in apprenticeship trades, or development of new apprenticeship arrangements, in concert with appropriate business and labor unions or state apprenticeship councils; and,

(5) special model employment and training programs and related services between appropriate state agencies and prime sponsors in the state, or any combination of such prime sponsors, with particular emphasis on experimental job training within the private sector.

II. THE SPIRIT OF THE STUDY

The purpose of this report is to provide an overview of FY '79 planned projects funded in the 50 states, the District of Columbia and Puerto Rico under the Governors' statewide youth services grants. This is the first attempt to categorize the use of such funds, and has been undertaken in response to the U.S. Department of Labor's efforts to "open the record of progress and achievements" in the youth initiatives.

This report highlights and summarizes planned projects under the Governors' youth grant. The information contained herein is based on a review of FY '79 grant plans submitted by the 50 states, the District of Columbia and Puerto Rico. Two NGA State Associates, working under the youth employment project, developed state program descriptions on the basis of material contained in the state planning documents. However, the grant application format used for the Governors' statewide youth services plan did not provide enough accurate information on each program for categorization. Therefore, verification of program summaries by program personnel was necessary. The approved program descriptions summarize the states' efforts in providing needed statewide employment and training services for youth.

Addendum I is a breakdown of the total planned expenditures for each state, the District of Columbia and Puerto Rico, by program category. A statewide youth services contact network listing is provided as Addendum II. In Addemdum III are brief program descriptions, by category, for each verified planned project under the Governors' youth grant.

It is hoped that this study will:

(1) provide an information base for CETA prime sponsors, Governor' staffs, and program operators;

(2) serve as a vehicle for state-to-state information exchange; and

(3) contribute to the knowledge development goals of the YEDPA.

III. WHAT WAS LEARNED

From information contained in the FY '79 Governors' statewide youth grant plans, it is the conclusion of the NGA youth employment researchers that these grants have given states the flexibility to focus their energies and resources where they will have the greatest effect. In addition, the types of programs selected for funding with Governors' discretionary monies indicates that states selected those projects which offered innovative approaches to the problems of youth employment and training.

Various studies have repeatedly confirmed that the problems youth face vary dramatically during the maturation process. At each stage of development, youth require specialized programs to meet their changing needs and views on employment. For example, the main activity of those aged 16 to 24 is school attendance. Typical 16 and 17 years olds often approach employment primarily to meet short-term income needs, without serious intent of a permanent job. Under the age of 16, youth are usually looking for vacation or part-time jobs. Typical 18 to 21 year olds are in an exploratory stage, experimenting with various jobs and life styles in an effort to determine which merit a firmer commitment. Beyond 21 years of age, career decisions become vital.

Unemployment rates are highest in the 16 to 17 year old bracket, accentuated by the fact that approximately 85 percent of these youth are actively looking for part-time employment. Teenagers in this age group, and who are also out-of-school, have the most difficulty in locating work. Their unemployment problems are aggravated by employer restrictions on hiring youth under the age of 18, and by a common view held by many employers that 16 and 17 year olds are immature and undependable. Thus, it is this age group that desperately needs to receive both instruction in job survival skills and career information, as much as, if not more than, actual work experience.[2]

In the past, the most effective program strategies for youth under the age of 16 have been career exploration and prevocational education programs. Well-structured career exploration programs, which feature exposure to various occupational alternatives, have been credited with

increasing students' interest in school, and with reducing drop-out rates. While prevocational programs help students in discovering their interests and abilities, most 16 and 17 year olds have yet to make definite decisions regarding career directions. Therefore, if job training is too limited, it could have a constraining effect on the students as they approach employment decision making. However, youth over the age of 18 seem to benefit most from jobs that provide them with a legitimate employment record.[3]

The projects cover a broad spectrum of approaches and designs. Although this study was not intended to be a state-by-state analysis of group characteristics of the youth population in each state, the data appears to reflect that one of the major goals of the initiatives is being addressed nationwide--to serve those most in need.

FY '79 GOVERNORS' YOUTH PROGRAMS, BY CATEGORY

PROGRAM CATEGORY	COST	NUMBER OF PARTICIPANTS	% OF PARTICIPANTS	% OF PROGRAMS BY CATEGORY
Youth Under Supervision of the State	$ 10,552,319	9,482	20.6%	28.4%
Providing Labor Market and Occupational Information	4,209,713	11,448	25.0%	11.4%
Establishing Cooperative Arrangements Between State and Local Institutions	1,788,418	1,090	2.4%	4.8%
Apprenticeship: Expanded or Experimental	3,021,902	2,141	4.7%	8.2%
Model Training and Employment	17,490,638	21,742	47.3%	47.2%
TOTALS	$ 37,062,990	45,903	100.0%	100.0%

IV. PROGRAMS FOR YOUTH UNDER THE SUPERVISION OF THE STATE

In FY '79, states utilized 28.4 percent ($10,552,319) of the planned Governors' statewide youth services grant funds to meet the special needs of youth under supervision of the state. Projects in this category were designed to serve youthful offenders, ex-offenders, status offenders, mentally and physically handicapped, and foster youth. Programs were categorized according to their primary focus by the NGA youth staff and verified by the relevant state CETA personnel. Although elements of some projects may fit more than one category, each project was included only once.

"To combat youth crime is largely futile unless an effort is also made to assure legitimate employment for youth."[4] More than half of the projects funded under this category targeted youth who are residents of juvenile and correctional institutions, are on probation, or have been involved at some point with the justice system.

A major thrust of many of these projects is reorientation into community life. Statistics suggest a dramatic relationship between work experience and the prvention of serious juvenile delinquency. A large percentage of youth entering correctional facilities are second offenders. This recidivism seems to reflect the need for more opportunities to assist institutionalized youth in their reorientation into community life.[5] Projects were designed to help youthful offenders secure training or employment upon release from the institution. Although the activities and delivery varied by project, youth were provided such services as: skill assessment and employability training; career and occupational information; work experience; on-the-job training; and job development and placement.

Projects focused on enhancing the "survival skills" of participants. Youth were assisted in building self-confidence, increasing communication skills, and developing a sense of self-worth. All these components are necessary for the successful transition from incarceration to the world-of-work.

For example, the New Jersey Theatre Without Bars/Job Readiness Program attempts to bridge the difficult and problemmatic transition from institutionalization back to society. This program uses an artsin education process providing remotivational impetus and redirection to the lives of the participants. Human and social values and basic attitudes are explored in acting and writing workshops (see Addendum III, p.55). A new programmatic approach to open avenues to private sector jobs for economically disadvantaged black and female youth under the supervision of the state has been initiated by the Jacksonville Urban League in Jacksonville, Florida. This program assists youth in changing life styles for the purpose of improving employability and ensuring job placement. To meet this goal, the Urban League designed a project where participants are involved in planning, operating and maintaining a food co-op (see Addendum III, p.42).

In Texas, the Gulf Coasts Trades Center prepares court-assigned youth for mechanical trades through academic and vocational classroom training. This program also takes responsibility for placing youth after the successful completion of training (see Addendum III, p.65).

Other projects in this category focus on addressing the needs of status offenders. The Youth Opportunities Unlimited Program in Tennessee provides educational assistance, occupational and career guidance, and other essential support services to assist youth in securing and retaining unsubsidized employment (see Addendum III, p.64).

Within this target group, two programs were designed that specifically emphasize services to female offenders. The Georgia Department of Offender Rehabilitation Program provides classroom training in non-traditional occupations to female inmates aged 16 to 21 (see Addendum III, p. 43). The Oklahoma AFL-CIO Women Offenders Resource Center Program places female offenders, aged 18 to 21, in apprenticeship programs in non-traditional jobs utilizing linkages with the Building and Trades Council and the Central Oklahoma Builders Association (see Addendum III, p.59).

Two states, Washington and Massachusetts, have developed innovative programs in which youth are provided work experience for the specific purpose of restitution. Governors' youth grant funds are also being utilized to facilitate interagency collaboration and cooperation. Maine, Massachusetts, Minnesota and Illinois have developed comprehensive service delivery mechanisms to increase the employability of juvenile offenders.

Youth with mental and physical handicaps were also given high priority for service under this program category. In Arizona, a work experience program for handicapped youth enrolled in sheltered workshops has been implemented (see Addendum III, p.38). Additional programs for handicapped youth provide such services as on-the-job training, job development and personal counseling to assist participants in making those personal adjustments necessary to compete in the job market.

The Training Thru Placement Program in Rhode Island places mentally retarded and cerebral palsy youth in jobs in the private sector (see Addendum III, p.61). In addition, the State of Georgia has targeted a portion of their resources for work experience and transitional services to facilitate the school-to-work phase for deaf and hearing impaired youth (see Addendum III, p. 61).

In summary, an estimated 9,482 youth (20.6 percent) were to be served in 89 programs for youth under supervision of the state in FY '79. This number is 20.6 percent of the total number of planned participants for this year under the Governors' youth grants. Thirty-five states and Puerto Rico (69.2 percent) planned to provide services to youth in

this category. From data available at the time this report was written, the total planned allocation to states was $37,062,990 with 28.4 percent ($10,552,319) being highlighted for programs in this category. For a more detailed summary, see the charts on pages 8 and 9.

V. PROGRAMS PROVIDING LABOR MARKET AND OCCUPATIONAL INFORMATION

Research by the U.S. Department of Labor indicates that adequate labor market knowledge is important to stable and successful employment and career development.

> The data also document persuasively the inadequacy of all types of labor market knowledge as youths cross the critical threshold from school-to-work--with blacks, females and poor white youths possessing the least adequate knowledge.[6]

In an attempt to address this critical need, 11.4 percent of the total of planned FY '79 monies ($4,209,713) was allocated to programs providing labor market or occupational information to youth. Various attempts throughout the country have been made to improve the content and delivery of occupational information to youth. Twenty-eight of the states (57 percent) have allocated a portion of Governors' five percent youth grant funds to provide and/or develop some type of labor market information.

Although 28 of the states are experimenting with the development and/or expansion of occupational information systems, the various types of services and deliveries utilized for these programs, prevents information on the exact number of youth benefiting from the availability of such information. Thus, there are only estimates on the potential number of youth that can be served. New Hampshire planned to use $167,644 (100 percent) of their allocation for services in this category; Nebraska predicted that $6[illegible],000 (72.3 percent) would be used for LMI-oriented programs; and Oklahoma budgeted $400,000 (68.3 percent). Fifty programs were planned for FY '79 providing services to an estimated 11,448 participants. For a more detailed summary see the charts on pages 11 and 12.

From the research, a major thrust under this category appears to be the collection and dissemination of youth-specific labor market information, much of which is in cooperation with on-going state occupational information coordinating committees (SOIC) activities. Several projects reviewed involve conducting local needs assessments and surveys from which occupational and career guidance materials are then developed. These materials will then be used in the FY '80 planning cycle for statewide workshops and for establishing clearinghouses for state occupational information.

FY '79 PLANNED ALLOCATIONS BY CATEGORY, BY STATE

SUPERVISION OF THE STATE

STATE	CATEGORY ALLOCATION	NUMBER SERVED	NUMBER OF PROGRAMS	TOTAL STATE ALLOCATION
Alabama	$ 75,701 (11.6%)	N/A	1	$ 649,316
Colorado	29,981 (7.8%)	N/A	1	383,857
Connecticut	173,679 (42.7%)	N/A	3	406,583
Florida	600,000 (32.8%)	175	1	1,827,264
Georgia	125,000 (1.0%)	N/A	1	1,174,511
Illinois	256,026 (13.6%)	25	4	1,884,935
Indiana	123,840 (10.6%)	20	3	1,167,029
Kansas	202,000 (55.6%)	1,600	1	363,000
Kentucky	22,000 (4.7%)	N/A	1	470,711
Louisiana	162,000 (24.2%)	N/A	1	668,186
Maryland	82,751 (14.5%)	70	2	569,334
Michigan	126,900 (8.2%)	N/A	1	1,546,520
Nebraska	69,000 (72.3%)	210	2	95,461
Nevada	20,000 (66.7%)	N/A	1	30,000
New Hampshire	167,644 (100%)	70	1	167,644
New Jersey	243,737 (10.9%)	4,222	4	2,219,108
New York	148,000 (8.0%)	N/A	1	1,848,934
North Carolina	315,000 (34.7%)	40	3	910,323
Ohio	383,000 (20.3%)	740	4	1,888,000
Oklahoma	400,000 (68.3%)	510	4	585,225
Oregon	50,000 (11.0%)	65	1	454,981
Pennsylvania	149,581 (6.7%)	N/A	1	2,219,335

FY '79 PLANNED ALLOCATIONS BY CATEGORY, BY STATE

SUPERVISION OF THE STATE
(Continued)

STATE	CATEGORY ALLOCATION	NUMBER SERVED	NUMBER OF PROGRAMS	TOTAL STATE ALLOCATION
Pennsylvania	$ 820,750 (36.9%)	322	3	$ 2,219,325
Rhode Island	182,192 (80.9%)	51	2	225,192
South Carolina	213,694 (36.2%)	295	4	590,124
South Dakota	40,899 (44.0%)	117	2	92,899
Tennessee	621,343 (69.1%)	972	3	898,915
Texas	422,600 (35.4%)	445	2	1,192,000
Virginia	284,412 (32.4%)	221	2	877,758
Washington	197,436 (38.9%)	243	3	506,936
Wisconsin	206,485 (25.9%)	159	3	794,349
Wyoming	27,367 (49.8%)	8	1	54,367
Puerto Rico	321,288 (23.7%)	100	1	1,355,145
TOTALS	$ 10,552,319 (28.4%)	9,482	89	$ 37,062,390

Some projects included in this study target services to specific segments of the population. In Vermont, a clearinghouse for labor market and occupational information was created to meet the occupational exploration and vocational assessment needs of rural in-and out-of-school youth (see Addendum III, p.87). In addition, a mobile outreach unit is being developed to ensure effective materials utilization by youth in Vermont's outlying rural communities.

Many states are experimenting with computerized data systems. In these states youth have an opportunity to retrieve occupational and educational data from computer terminals located at schools and local employment service offices.

Staff positions have also been created using Governors' grant funds to provide support to career guidance centers in high schools. Through this particular use of funds, the schools can provide more occupational testing and information to students. The employment service, maintaining an active role in the provision of labor market information to youth, has out-stationed counselors in local school districts on a fulltime basis to provide employment counseling and job placement services to students.

Most of the information currently being provided is general in nature, however, a few projects have focused on specific occupational areas. The State of Florida has implemented a Career Outreach Awareness Project designed to expose minority and female youth to science, engineering, and other technical careers. It is the goal of this project to facilitate the development of the essential preparatory skills for these occupations at the secondary school level (see Addendum III, p.72). The Non-Traditional Outreach Program in Indiana is designed to inform women of apprenticeship opportunities and non-traditional employment (see Addendum III, p.74). Another example in southeastern Indiana, Health Careers for Young Women, provides career awareness and development in the health field to young women (see Addendum III, p.73). Recognition of our society's dependency on science and technology is reflected in Massachusetts' Computer Bus Project. This program promotes "computer literacy" among the population and provides youth with actual hands-on opportunities to explore occupational fields using computers (see Addendum III, p.77).

VI. PROGRAMS ESTABLISHING COOPERATIVE ARRANGEMENTS BETWEEN STATE AND LOCAL INSTITUTIONS

YEDPA strives to improve the linkages between the education and employment/training systems and aims to promote greater involvement of business and industry in providing employment and training services to youth. Information shared by all is of particular importance in offering statewide services to facilitate institutional change and to create an

FY '79 PLANNED ALLOCATIONS BY CATEGORY, BY STATE
LABOR MARKET OR OCCUPATIONAL INFORMATION

STATE	CATEGORY ALLOCATION	NUMBER SERVED	NUMBER OF PROGRAMS	TOTAL STATE ALLOCATION
Alabama	$ 75,071 (11.5%)	75	1	$ 649,316
Alaska	54,940 (100%)	150	1	54,940
Arizona	161,&&0 (39.9%)	79	3	405,171
Arkansas	111,947 (48.4%)	107	1	231,071
Colorado	241,100 (62.8%)	104	5	383,857
Connecticut	131,475 (32.3%)	126	2	406,583
Florida	150,153 (8.2%)	30	1	1,827,264
Georgia	556,069 (47.3%)	493	4	1,174,511
Hawaii	75,000 (57.4%)	95	1	130,500
Idaho	9,000 (4.6%)	23	1	194,000
Illinois	1,112,758 (59.0%)	1,465	4	1,884,935
Indiana	189,193 (16.2%)	468	1	1,167,029
Iowa	159,157 (60.4%)	125	1	263,157
Kansas	161,000 (44.3%)	65	1	363,000
Maine	101,283 (34.1%)	31	1	296,700
Maryland	168,153 (29.5%)	320	3	569,334
Massachusetts	472,885 (50.8%)	1,032	5	930,185
Michigan	380,613 (24.6%)	298	4	1,546,520
Minnesota	41,138 (10.2%)	75	1	402,821
New Jersey	1,130,405 (50.9%)	291	8	2,219,108
New York	721,039 (38.9%)	404	4	1,848,934
North Carolina	445,600 (48.9%)	160	3	910,323
North Dakota	48,824 (100%)	155	1	48,824
Oklahoma	146,000 (24.9%)	403	5	585,225
Oregon	156,000 (34.2%)	75	1	454,961

FY '79 PLANNED ALLOCATIONS BY CATEGORY, BY STATE

LABOR MARKET OR OCCUPATIONAL INFORMATION
(Continued)

STATE	CATEGORY ALLOCATION	NUMBER SERVED	NUMBER OF PROGRAMS	TOTAL STATE ALLOCATION
South Dakota	52,000 (56.0%)	N/A	1	92,899
Utah	20,000 (17.1%)	50	1	116,900
Vermont	50,000 (52.0%)	1,651	1	96,000
Washington	49,500 (9.8%)	N/A	2	506,936
West Virginia	74,873 (19.6%)	2,000	1	382,489
Wisconsin	37,500 (4.8%)	N/A	3	794,549
TOTALS	$ 4,209,713 (11.4%)	11,448	50	$ 37,062,990

effective relationship between the world-of-work and education. Careful planning and coordination is needed for state and local agencies to work with the same group of people toward the common goal of increasing youth employability. The challenging and changing roles of education and CETA are stressed in the Minnesota State Department of Education's report, Partners: CETA/Education/Youth. This document states that public education faces a great opportunity and challenge--opportunity in that the broad and diverse training programs encouraged by CETA allow for cooperation and interchange between educators and prime sponsors.[7]

In the past, the degree of coordination between the education and employment/training communities has been hampered by a feeling of isolationism. Some linkages existed between the prime sponsors and local education agencies prior to being mandated by YEDPA. However, built-in prejudices and difficulties, distrust, and differences in standards, perspectives and organizational objectives had to be overcome before successful linkages could be established. In addition, other problems surfaced during the first year of program operation: planning schedules and fiscal years were in conflict and created confusion; schedules for schools were finalized before CETA schedules were established and programs funded; and, there was a lack of role definition in the areas of counseling, guidance, career education, awarding academic credit and placement.

Governors' five percent youth grant funds will be utilized to address some of these problems. Eleven states and Puerto Rico (32.0 percent) planned to fund FY '79 projects to facilitate cooperative arrangements between state and local institutions. Sixteen programs are scheduled for FY '79 that will provide services to 1,090 youth (2.4 percent). Puerto Rico estimated $1,033,857, or 76.3 percent, of their allocation would be used for programs in this category. The State of West Virginia planned to use $264,697, or 69.2 percent, of their funds for promoting cooperative arrangements between state and local institutions. For a more detailed summary, see the chart on page 14.

It is apparent from the research that state efforts in this area reflect a desire to eliminate duplication among state and local youth service agencies. In addition, greater emphasis is being placed on the coordination of CETA activities under other pieces of federal youth legislation, such as the Career Education Incentives Act and the Juvenile Justice Act.

For example, Idaho has initiated a cross-staff training program to explain the dual responsibility of education and employment and training personnel to resolve the problems of the transition from school-to-work (see Addendum III, p.92).

FY '79 PLANNED ALLOCATIONS BY CATEGORY, BY STATE

COOPERATIVE ARRANGEMENTS BETWEEN STATE AND LOCAL INSTITUTIONS

STATE	CATEGORY ALLOCATION	NUMBER SERVED	NUMBER OF PROGRAMS	TOTAL STATE ALLOCATION
Florida	$ 60,000 (3.3%)	N/A	1	$ 1,827,264
Hawaii	32,500 (24.9%)	N/A	2	130,500
Idaho	25,000 (12.9%)	N/A	1	194,000
Illinois	108,364 (5.8%)	N/A	1	1,884,935
Massachusetts	15,000 (1.6%)	N/A	1	930,185
Minnesota	60,000 (14.9%)	600	1	402,821
Missouri	30,000 (4.6%)	N/A	1	657,052
Pennsylvania	90,000 (4.1%)	25	2	2,219,335
Rhode Island	43,000 (19.1%)	N/A	1	225,192
Washington	26,000 (5.1%)	200	2	506,936
West Virginia	264,697 (69.2%)	265	1	382,489
Puerto Rico	1,033,857 (76.3%)	1,081	2	1,355,145
TOTALS	$ 1,788,418 (4.8%)	1,090	16	$ 37,062,990

The rural Minnesota CEP, the State Job Service, the Department of Corrections, numerous education agencies and six school districts are working together to eliminate employer confusion over work programs for youth, and to structure a coordinated work-training project--Rural Minnesota CEP Youth Placement Project (see Addendum III, p.94). The State of Washington targeted resources under this category with two effective projects, State Prime Sponsor/Division of Juvenile Rehabilitation Coordination Project and the Coordination of Youth Employment Programs. Both projects seek to develop cooperation, communication and referral among youth, private sector employers, and job developers to place youth in employment community (see Addendum III, p.96).

VII. EXPANDED OR EXPERIMENTAL APPRENTICESHIP PROGRAMS

Projections of employment opportunities show a great need for skilled workers. The Bureau of Labor Statistics, U.S. Department of Labor, indicates a rise in the need for the number of skilled workers from 11 million in 1975 to 13 million in 1985. These projections demonstrate the importance of the development and expansion of apprenticeship programs to train skilled craft workers. Unfortunately, youth face difficulties in gaining admittance into an apprenticeship because such programs often give preference to veterans, married and older persons. Unfortunately, this preference is often based on the faulty assumption that unlike youth, these people are more mature, more responsible and less likely to drop out of the program.[8]

In FY '79 only 8.2 percent ($3,021,902) of the planned allocation was initiated for programs in the area of apprenticeship. However, the analysis shows that states are beginning to assist economically disadvantaged youth in learning about apprenticeship opportunities. Eighteen states (36 percent) planned to fund 26 programs serving 2,141 participants (4.7 percent). A number of these programs set goals for increasing the percentage of economically disadvantaged, minorities and women in registered apprentice projects. The State of Maryland estimated $255,000 (39.5 percent) of their allocation would be used for apprenticeship program services, and the State of Wyoming planned to use $27,500 (50.1 percent) during FY '79. For a more detailed summary, see the chart on page 16.

Projects are being implemented through prime sponsors in cooperation with local union officials to help disadvantaged youth successfully compete for the limited openings in apprenticeship programs. The types of pre-apprenticeship activities offered to youth during FY '79 include: outreach, orientation, basic education, counseling and GED preparation (necessary for entry into apprenticeship). Youth will also participate in job sampling and on-the-job training activities to prepare them for job entry.

FY '79 PLANNED ALLOCATIONS BY CATEGORY, BY STATE

EXPANDED OR EXPERIMENTAL APPRENTICESHIP

STATE	CATEGORY ALLOCATION	NUMBER SERVED	NUMBER OF PROGRAMS	TOTAL STATE ALLOCATIONS
Alabama	$ 239,436 (36.9%)	80	2	$ 649,316
Arizona	47,827 (11.8%)	18	1	405,171
Connecticut	86,793 (21.4%)	136	1	406,583
Florida	513,521 (28.1%)	379	3	1,827,264
Georgia	200,000 (17.0%)	30	1	1,174,511
Illinois	32,484 (1.7%)	48	1	1,884,935
Indiana	270,548 (23.2%)	79	3	1,167,029
Iowa	54,000 (20.5%)	15	1	263,157
Kentucky	130,000 (27.6%)	14	1	470,711
Maine	75,000 (25.3%)	25	1	296,700
Maryland	225,000 (39.5%)	40	1	569,334
Minnesota	154,958 (38.5%)	30	1	402,821
Missouri	250,440 (38.1%)	300	2	657,052
New Jersey	226,500 (10.2%)	90	1	2,219,108
Oregon	58,000 (12.7%)	N/A	1	454,981
Pennsylvania	406,223 (18.3%)	849	3	2,219,335
Wisconsin	24,000 (30.2%)	N/A	1	794,549
Wyoming	27,500 (50.1%)	8	1	54,867
TOTALS	$ 3,021,902 (8.2%)	2,141	26	$ 37,062,990

Training in many of the FY '79 programs focuses on pre-apprentice skills in carpentry with the goal of preparing program participants to enter the building trades. The State of Minnesota, recognizing the need to provide training in apprenticeable trades and the existing market in the state for housing stock rehabilitation/construction, established positions for carpenter and painter apprentices. In New Jersey, pre-apprenticeship training followed by a formal 4-year apprenticeship, has been established for youth in the tool and die maker and machinist occupations. WINTAO, a Maine pre-apprenticeship training project for women, was designed to test the feasibility of involving prime sponsors in apprenticeship activities coordinated by the State Apprenticeship Council and Bureau of Apprenticeship Training (see Addendum III, p.104).

Other programs were initiated to facilitate greater cooperation and collaboration among prime sponsors, local labor unions, Joint Apprenticeship Committees, the AFL-CIO, and the Building Trades Councils. For example, the State of Washington funded an apprenticeship task force comprised of members from labor, management, education, local prime sponsors, the Bureau of Apprenticeship, and the Department of Labor to provide services in the apprenticeship area. These services include: developing training packages describing how CETA relates to apprentice programs; providing outreach, referrals and information; requesting the establishment of a pilot program for women and minorities; and developing opportunities in industries where they currently do not exist (see Addendum III, p.107),

VIII. MODEL EMPLOYMENT AND TRAINING PROGRAMS

As a demonstration projects act, YEDPA emphasizes research and experimentation in youth employment and training projects. The Act specifically provides Governors with the flexibility and funds to experiment with promising ideas and to support on-going innovations. The projects under this category represent 47.2 percent of the planned Governors' youth programs for FY '79. Forty-three states and the District of Columbia (84.6 percent) planned to implement 153 model employment and training programs, serving an estimated 21,742 youth (43.7 percent). The estimated allocation for these programs is $17,490,638 or 47.2 percent of the total planned FY '79 monies. California ($3,503,298), Mississippi ($664,476), and the District of Columbia ($147,516) all planned to use 100 percent of their FY '79 allocations to provide services to youth under model employment and training programs. For a more detailed summary, see the charts on pages 18 and 19.

FY '79 PLANNED ALLOCATIONS BY CATEGORY, BY STATE

MODEL EMPLOYMENT AND TRAINING PROGRAMS

STATE	CATEGORY ALLOCATION	NUMBER SERVED	NUMBER OF PROGRAMS	TOTAL STATE ALLOCATION
Alabama	$ 259,436 (40.0%)	170	3	$ 649,316
Arizona	195,664 (48.3%)	210	2	405,171
Arkansas	119,124 (51.6%)	32	1	231,071
California	3,503,298 (100%)	1,168	15	3,503,298
Colorado	112,776 (29.4%)	173	4	383,857
Connecticut	14,636 (3.6%)	N/A	1	406,583
Delaware	112,079 (100%).	37	3	112,079
Florida	503,590 (27.6%)	200	5	1,827,264
Georgia	293,442 (25.0%)	270	2	1,174,511
Hawaii	23,000 (17.6%)	N/A	1	130,500
Idaho	160,000 (82.5%)	50	2	194,000
Illinois	375,333 (20.0%)	471	5	1,884,935
Indiana	583,448 (50.1%)	213	5	1,167,029
Iowa	50,000 (19.0%)	50	1	263,157
Kentucky	318,711 (67.7%)	215	3	470,711
Louisiana	506,186 (75.8%)	560	4	668,186
Maine	120,417 (40.6%)	57	2	296,700
Maryland	93,430 (16.4%)	28	1	569,334
Massachusetts	442,300 (47.5%)	182	6	930,185
Michigan	1,039,007 (67.2%)	350	10	1,546,520
Minnesota	148,725 (36.4%)	57	3	402,821
Mississippi	664,476 (100%)	8,231	2	664,476
Missouri	376,612 (57.3%)	1,393	6	657,052
Montana	124,868 (100%)	200	2	124,868

FY '79 PLANNED ALLOCATIONS BY CATEGORY, BY STATE

MODEL EMPLOYMENT AND TRAINING PROGRAMS
(Continued)

STATE	CATEGORY ALLOCATION	NUMBER SERVED	NUMBER OF PROGRAMS	TOTAL STATE ALLOCATION
Nebraska	$ 28,461 (27.7%)	94	2	$ 95,461
Nevada	10,000 (33.3%)	N/A	2	30,000
New Jersey	618,466 (27.9%)	87	5	2,219,108
New Mexico	182,301 (100%)	1,200	1	182,301
New York	979,895 (53.0%)	498	3	1,848,934
North Carolina	149,723 (16.4%)	36	1	910,323
Ohio	1,505,000 (79.7%)	1,935	7	1,888,000
Oklahoma	39,225 (6.7%)	265	2	585,225
Oregon	190,981 (42.0%)	142	2	454,981
Pennsylvania	752,781 (34.0%)	505	6	2,219,335
South Carolina	366,430 (57.0%)	200	2	590,124
Tennessee	277,572 (25.3%)	460	2	898,915
Texas	566,000 (47.5%)	407	2	1,192,000
Utah	96,900 (83.0%)	400	1	116,900
Vermont	46,000 (48.0%)	8	1	96,000
Virginia	593,346 (67.6%)	213	7	877,758
Washington	234,000 (46.1%)	50	5	506,936
West Virginia	42,919 (11.2%)	24	1	382,489
Wisconsin	526,564 (66.3%)	777	10	794,549
District of Columbia	147,516 (100%)	124	2	147,516
TOTALS	$ 17,490,638 (47.2%)	21,742	153	$ 37,062,990

Many of these model programs incorporate aspects of projects already discussed in the preceeding four areas. The programs placed in this category have been determined "model" due to their experimental and/or exemplary nature. In addition, Governors' youth grant funds have proven to be a valuable tool for serving such special populations as the physically handicapped; mentally retarded educable youth; youth with limited educational achievement or attainment; single parents; and youth in foster homes and public shelters.

A number of projects focus on improving services to handicapped youth in the areas of counseling, skill training, job development and placement. Mentally retarded youth, as well as hearing impaired youth, were also afforded services under this category. Selective placement and counseling, and employability development are important components in programs for the handicapped.

Projects were also developed to increase the employability of youth with a limited English-speaking ability. Counseling, job placement, and follow-up were some of the services offered to these youth. For example, COPE, Cooperative Occupational Programming Employment, in Calfironia, provided work experience and on-the-job training for limited English-speaking youth (see Addendum III, p.115). Massachusetts planned to develop an orientation curriculum package for manpower service delivery to assist Hispanic, Italian, Chinese and Haitian youth (see Addendum III, p.130).

Youth with family responsibilities received special emphasis in a number of states. In Montana, the Florence Critterton Single Mothers Program uses Governors' youth grant funds to assist single mothers in developing parenting and independent living skills to, remain in or return to school, and to participate in part-time training and work experience (see Addendum III, p.139).

A majority of the projects were designed to meet the needs of dropout and potential dropout youth with return to school as the primary focus. In almost all projects counseling and tutoring were provided. Additional programs placed dropout youth in private sector job slots providing them with career exploration and world-of-work orientation. In some cases, classroom training, work experience, and GED preparation were also provided as an incentive or for support to complete high school. In California and Michigan special projects were developed to discourage farmworker youth from dropping out of school in pursuit of farmwork.

Model programs are also contributing to the knowledge development base by funding projects designed to conduct comprehensive evaluations of state youth programs. An example of this type of project is the LEA Program Evaluations in Connecticut (see Addendum III, p.117). In Delaware, the Youth Counseling Youth Project instituted a youth-counseling-youth project where in-school youth act as tutors for elementary school students (see Addendum III, p.119). A journalism/broadcast media training project in

Florida is designed to train youth for a wide variety of media positions (see Addendum III,p.120). Two additional states, Illinois and Montana, have also implemented youth employment services.

IX. WHO OPERATED PROGRAMS:

Community-based organizations (CBOs), educational agencies, state agencies, units of local government, labor unions, businesses and prime sponsors all played a role in operating youth employment and training projects in FY'79. From information contained in grants plans, it appears that the greatest number of Governors' youth grant projects were operated by private, non-profit groups (29.7 percent). Private, non-profit groups include neighborhood and community-based groups organized locally to operate employment and training programs.

A further breakdown of subcontractors operating youth program is illustrated on the chart below. As shown on the chart, the education community also played a major role in operating projects under the Governors' youth grant (27.1 percent). For the purpose of this study, the education community was defined to include local educational agencies, universities and community colleges, private institutions, and state departments of education. Other state agencies were also involved in operating 22.3 percent of Governors' projects designed to employ and train youth targeted under this program.

SUB-CONTRACTORS FOR GOVERNORS' YOUTH PROGRAMS

CATEGORY	NUMBER	PERCENT OF TOTAL
Private, Non-Profit	100	29.7
Education	91	27.1
State Agencies	75	22.3
Prime Sponsors	33	9.8
Local Government	15	4.5
Labor/Union	15	4.5
Private for Profit	4	1.2
Other	3	.9
TOTALS	337	100%

The majority of programs developed for youth under supervision of the state were operated by state agencies, including state departments of corrections, rehabilitation, health and welfare. State agencies and educational agencies planned to operate an equal number of projects to design programs establishing cooperative arrangements between state and local institutions.

The education community took the lead in operating projects designed to improve the content and delivery of occupational information for youth. Private, non-profit groups (including CBOs) were the second most frequent planned delivery agent for this program category.

Local labor unions were selected to operate 30.8 percent of the total number of projects initiated to develop expanded or experimental apprenticeship programs. Overall, labor organizations were chosen to implement 4.5 percent of the FY '79 Governors' youth projects.

In addition to the aforementioned organizations, a significant proportion of programs was initiated by prime sponsors including consortia and state employment and training councils (9.8 percent). Local government and private-for-profit groups operated 4.5 percent and 1.2 percent of the projects respectively.

X. ISSUES AND OBSERVATIONS

This report is the first attempt to categorize the use of Governors' statewide youth services funds. The study is not exhaustive. It provides only an overview of what types of projects were planned under this program for FY '79. Information contained herein represents states' programmatic efforts based on FY '79 grant plans and on site visits by NGA's youth employment staff. It is further emphasized that data illustrated in the tables and the graphs is based on planning estimates only, and does not necessarily reflect actual expenditures or program statistics.

However limited the study, it does provide the basis for certain observations. These observations, in conjunction with the experiences and impressions from actual site visits conducted by NGA youth staff, provide the basis for the following commentary.

There appears to be a lack of knowledge regarding Governors' youth programs at both the national and regional levels. Prior to this study, there had been no attempts to categorize programs funded by Governors' youth services grant monies. At the regional level, NGA youth staff found there was no appropriate evaluation mechanism for these model programs. The U.S. Department of Labor's standard systems for reporting, monitoring and evaluation (i.e., the Forms Preparation Handbook) cannot be acceptably adapted to the creative and flexible design of these model programs. The design of these programs makes it extremely difficult for regional

offices to categorize the programs, determine what they can and do accomplish, and to ascertain if they are effective vehicles for youth services. Therefore, to bridge this gap, a system should be designed to allow for greater flexibility in reporting, monitoring and evaluation procedures. In addition, within this system a mechanism should be developed to provide for the further review and assessment of these model programs in order to determine their effectiveness and potential for future applications. This mechanism should also ensure that information collected on the model programs is exchanged among the states (especially employment and training personnel), as a integral part of USDOL's ongoing technical assistance role.

The program descriptions reviewed, and which appear as a part of this report, indicate that many states utilized Governors' youth grants to fund programs for offenders and ex-offenders. It is not clear, however, what relationship exists between these special programs and employment and training programs administered under the Juvenile Justice Act and the Law Enforcement Act. Additional research should be undertaken to more clearly identify these relationships, locate stumbling blocks, and to recommend corrective action.

According to the data contained in the FY'79 state plans, a total of 2,141 youth were to be served under the category expanded or experimental apprenticeship programs. A study should be undertaken by USDOL, to review apprenticeship programs operated under Governors' statewide youth services grants, for the purpose of determining the feasibility of replicating successful programs nationwide. NGA youth employment staff are hopeful that a study of this type would serve to promote more opportunities in the apprenticeship programs, especially for women and minorities.

The state plans also indicated that a major thrust in operating labor market and occupational information programs is the collection and dissemination of information that is youth-specific. Several projects are involved in conducting local needs assessments and surveys from which occupational and career guidance materials are developed. In addition, these materials are earmarked for use in FY'80 for statewide workshops and in establishing clearinghouses for state occupational information. In order to provide the most useful labor market and occupational information, states should carefully consider what kinds of youth-specific information is being distributed, and how it is being utilized. In conjunction with this effor, states might consider conducting youth surveys to determine if information being disseminated to youth is meeting their needs.

It is apparent from this study that the Governors have used the flexibility provide by the special youth grants to develop and administer new and innovative programs to meet statewide needs of the youth population. Much of the credit for the success of the Governors' programs belongs to the state and local program staff, whose enthusiasm and commitment is reflected in the design of these programs. The over-riding conclusions reached by the NGA staff involved in this study is that the Governors' statewide youth programs have significantly contributed to meeting the special employment and training needs of the disadvantaged youth population, have furthered the coordination of both public and private employment and training resources for youth, and therefore warrant continuation under the anticipated re-authorization of the youth employment and training legislation.

FOOTNOTES

1. U.S. Department of Labor, Employment and Training Programs for Youth: What Works Best For Whom, (U.S. Department of Labor, Employment and Training Administration, Office of Youth Programs, May, 1978) pp. 20-24.

2. Ibid., pp. 168-169.

3. Ibid., pp. 164-171.

4. Daniel Glaser, "Economic and Sociocultural Variables Affecting Rates of Youth Unemployment, Delinquency and Crime, " in U.S. Department of Labor Conference Report on Youth Unemployment: Its Measurement and Meaning, (U.S. Government Printing Office, 1978) p. 113.

5. Paul J. Andrisani, "The Establishment of Stable and Successful Employment Careers, The Role of Work Attitudes and Labor Market knowledge," in U.S. Department of Labor Conference Report on Youth Unemployment: Its Measurement and Meaning, (U.S. Government Printing Office, 1978) pp. 50-90.

6. Ibid, p. 87.

7. Youth Employment Education Unit Division of Special Services, Minnesota State Department of Education, Partners: CETA/Education/Youth, (Youth Employment Education Unit of the Minnesota State Department of Education, February, 1979) p. v.

8. U.S. Department of Labor, Employment and Training Programs for Youth: What Works Best For Whom, p.122.

FY '79 PLANNED ALLOCATIONS BY CATEGORY, BY STATE

STATE	SUPERVISION OF STATE	LMI	COOPERATION	APPRENTICESHIP	MODEL	TOTAL
Alabama	75,071	75,701	--	239,108	259,436	649,316
Alaska	54,940	--	--	--	--	54,940
Arizona	161,680	--	--	47,827	195,664	405,171
Arkansas	111,947	--	--	--	119,124	231,071
California	--	--	--	--	1,503,298	1,503,298
Colorado	241,100	29,981	--	--	112,776	383,857
Connecticut	131,475	173,679	--	86,793	14,636	406,583
Delaware	--	--	--	--	112,079	112,079
Florida	150,153	600,000	60,000	513,521	503,590	1,827,264
Georgia	556,069	125,000	--	200,000	293,442	1,174,511
Hawaii	75,000	--	32,500	--	23,000	130,500
Idaho	9,000	--	25,000	--	160,000	194,000
Illinois	1,112,728	256,026	108,384	32,484	375,333	1,884,935
Indiana	389,193	123,840	--	270,548	583,448	1,167,029
Iowa	159,157	--	--	54,000	50,000	263,157
Kansas	161,000	202,000	--	--	--	363,000
Kentucky	--	22,000	--	130,000	318,711	470,711
Louisiana	--	162,000	--	--	506,186	668,186
Maine	101,283	--	--	75,000	120,417	296,700
Maryland	168,153	82,751	--	225,000	93,430	569,334
Massachusetts	472,385	--	15,000	--	442,300	930,185
Michigan	380,613	126,900	--	--	1,039,007	1,546,520
Minnesota	41,138	--	60,000	154,958	146,725	402,821
Mississippi	--	--	--	--	664,476	664,476
Missouri	--	--	30,000	250,440	376,612	657,052
Montana	--	--	--	--	124,368	124,368
Nebraska	--	69,000	--	--	26,461	95,461
Nevada	--	20,000	--	--	10,000	30,000
New Hampshire	--	167,644	--	--	--	167,644
New Jersey	1,130,405	243,737	--	226,500	618,466	2,219,108
New Mexico	--	--	--	--	182,301	182,301
New York	721,039	148,000	--	--	979,395	1,848,934
North Carolina	445,600	315,000	--	--	149,723	910,323
North Dakota	48,324	--	--	--	--	48,324
Ohio	--	383,000	--	--	1,505,000	1,888,000
Oklahoma	146,000	400,000	--	--	39,225	585,225
Oregon	156,000	50,000	--	38,000	190,381	434,381

FY '79 PLANNED ALLOCATIONS BY CATEGORY, BY STATE

(Continued)

STATE	SUPERVISION OF STATE	LMI	COOPERATION	APPRENTICESHIP	MODEL	TOTAL
Pennsylvania	320,750	149,381	90,000	406,223	752,781	2,219,335
Rhode Island	182,192	--	43,000	--	--	225,192
South Carolina	223,694	--	--	--	366,430	590,124
South Dakota	40,899	52,000	--	--	--	92,399
Tennessee	621,343	--	--	--	277,572	898,915
Texas	626,000	--	--	--	566,000	1,192,000
Utah	--	20,000	--	--	96,900	116,900
Vermont	--	50,000	--	--	46,000	96,000
Virginia	284,412	--	--	--	593,346	877,758
Washington	197,436	49,500	26,000	--	234,000	506,936
West Virginia	--	74,873	264,697	--	42,919	382,489
Wisconsin	206,485	37,500	--	24,000	526,564	794,549
Wyoming	27,367	--	--	27,500	--	54,867
Puerto Rico	321,288	--	1,033,857	--	--	1,355,145
District of Columbia	--	--	--	--	147,516	147,516
TOTAL	10,552,319	4,209,713	1,788,418	3,021,902	17,490,638	37,062,990

ADDENDUM II

GOVERNORS' STATEWIDE YOUTH

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GOVERNORS' STATEWIDE
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ADDENDUM III. A.

PROGRAMS FOR YOUTH UNDER SUPERVISION OF THE STATE

STATE: Alabama COST: $75,071

PROGRAM TITLE: Project Homelink

PROGRAM DESCRIPTION:

The Department of Mental Health at its Eufaula Adjustment Center has established a job counseling, career exploration and job seeking skills program with a further program of work experience or individual referral slots. Youth are considered eligible for release, having overcome their behavioral barriers. Upon completion of the counseling program many of the participants return to their home area to return to school or seek employment. Youth requiring additional assistance may participate in a work experience program of individual referral to training slots.

STATE: Alaska COST: $56,000

PROGRAM TITLE: McLaughlin Youth Center

PROGRAM DESCRIPTION:

The Career Counselor program is specifically geared in both design and operation to the special employment and training needs of institutionalized youth and ex-offenders. A Career Counselor works with each youth on a one-to-one basis and serves as a liaison between the Institution and outside agencies, both for training and employment of residents and released youth.

The program provides employment and training opportunities for youth from 14 to 19 years of age who have been adjudicated delinquents and who are institutionalized in the State Correctional Institution for juveniles.

STATE: Arizona COST: $85,000

PROGRAM TITLE: Work Experience Program for the Disabled

PROGRAM DESCRIPTION:

This program will place 32 handicapped youth who are currently in sheltered workshops into community-based work experience locations. This program plans to place fourteen participants.

STATE: Arizona COST: $15,704

PROGRAM TITLE: Desert Valley YETP Program

PROGRAM DESCRIPTION:

This program will offer 14 juvenile offenders with work experiences, life skills instruction, individualized basic academic instruction, guidance and counseling. A self-evaluation report will be submitted at the end of this program year identifying the problem areas in serving the young offenders.

STATE: Arizona COST: $60,976

PROGRAM TITLE: Southern House On-The-Job Training

PROGRAM DESCRIPTION:

This program will provide 33 older juvenile offenders (aged 18 to 21), assigned to a community treatment center, operated by the Arizona Department of Corrections, offering basic skills and training needed to maintain regular employment. Fifteen of youth will be placed in OJT slots; 18 youth will be enrolled in a skills center. All participants will receive in-depth counseling to aid in community re-entry.

STATE: Arkansas COST: $111,947

PROGRAM TITLE: Offender Employment and Training Program

PROGRAM DESCRIPTION:

Youth who are referred to residential programs from juvenile or municipal courts or youth services centers are provided orientation, training and placement services under this program. Other youth who meet age and economic criteria may also participate.

The expected outcomes of the training and service ideology of the program are to: (1) provide immediate employment; (2) develop and implement programs to assist critically unemployed disadvantaged youth, aged 16 to 21, to develop career plans based on individual skills, aptitude and interest; and (3) reduce the flow of youth through the criminal justice system by providing subsidized training, orientation and placement.

STATE: Colorado COST: $98,000

PROGRAM TITLE: Pueblo School District 60 Project

PROGRAM DESCRIPTION:

The purpose of this project is to assist the institutionalized youth in his/her adaptation to the community upon release from the institution. School District Sixty will tailor the school system's services and delivery system so that the needs of youth offenders returning from institutions can be more adequately met.

The activities and services provided include: (1) counseling--program personnel will provide both direct and referral counseling services to the youth served in the program; (2) instructional--youth may participate in instructional programs already operating in the school system such as regular academic classes, vocational education, the Alternate School, special education, the Drop-in School, work study program, and the Area Vocational Center. From time to time special formats such as self-contained classrooms may be created to serve program students or special combinations of services originated to meet specific needs.

STATE: Colorado COST: $60,000

PROGRAM TITLE: Institutional Youth Program

PROGRAM DESCRIPTION:

The program is designed to assist youth who have been institutionalized in returning to the community. Three staff persons will be hired to act as liaisons to help participants readjust to living in their home communities.

STATE: Colorado COST: $33,600

PROGRAM TITLE: Walden III

PROGRAM DESCRIPTION:

This project provides a group home for youth as a last chance before institutionalization. Participants are provided with work experience and needed supportive services.

STATE: Colorado COST: $25,000

PROGRAM TITLE: Northeast Denver Youth Services System

PROGRAM DESCRIPTION:

Youth will be referred to this project from the juvenile justice system. Participants are provided assessment, diagnosis, psychological evaluation, group and individual counseling, work experience and on-the-job training.

STATE: Colorado COST: $24,500

PROGRAM TITLE: Workout Limited

PROGRAM DESCRIPTION:

This is a restitution program. Youth are referred to the program by courts and are required to pay restitution for crimes that they have committed.

STATE: Connecticut COST: $111,719

PROGRAM TITLE: Job Prep

PROGRAM DESCRIPTION:

This is a training program for adjudicated youthful offenders with documented histories of home, school, and social maladjustment whose thrust is to provide an alternative to institutionalization. All referrals are directed from the juvenile probation staff or protective services and must be accepted by the sub-contracted deliverer. Further, termination can occur only by action of the Supervisor of Vocational Probation. Job Prep is a coupled classroom training/work experience program.

STATE: Connecticut COST: $19,756

PROGRAM TITLE: Project Green

PROGRAM DESCRIPTION:

Project Green is a horticulture training program for youthful inmates ages 18-21 who are confined in two state correctional institutions. Participants live, study and practice horticultural skills at one unit of the institution.

The instructional component of the program includes an introduction into the opportunities in landscape maintenance and establishment. This involves pruning, fertilizing, mulching, and watering landscape plants, and weeds, insect and disease control. The final landscape establishment phase of instruction includes reading and drawing blueprints, laying out the landscape plan, grading the site, constructing landscape structures, soil modification, buying nursery stock and planting ornamentals.

After training, youth are placed in on-the-job training slots developed by the Department of Corrections.

STATE: Florida COST: $150,153

PROGRAM TITLE: Youth Community Self Help Enterprise Program

PROGRAM DESCRIPTION:

This project tests the hypothesis that a new programmatic approach to meeting the employment and training needs of economically disadvantaged blacks and female youth age 16-21, who are under the supervision of Florida's criminal justice system will open avenues for jobs with the private sector and assist participants to change individual life styles necessary to ensure job placement.

Participants are involved in planning and operating a food co-op that eventually will become an income generating activity.

Youth will develop skills such as business development, retain salesmanship, stock inventory, advertising and bookkeeping through project participation.

In addition, two (2) youth project participants will serve on the Board of Directors of the Food Co-op.

STATE: Georgia COST: $437,948

PROGRAM TITLE: Young Law Offender Services Project (YLOSP)

PROGRAM DESCRIPTION:

This program provides work experience and some vocational counseling which will increase the future economical outlook for economically disadvantaged youthful offenders by easing the transition into unsubsidized employment.

It is designed to serve approximately 300 economically disadvantaged youthful offenders who have been referred by a prosecutor prior to indictment for a criminal offense, who have been released from incarceration under parole supervision, or referred by a judge or parole supervisor.

STATE: Georgia COST: $50,580

PROGRAM TITLE: Extended Assessment of Women Offenders

PROGRAM DESCRIPTION:

This program will be offering classroom training to assess non-traditional occupations for female inmates ages 16-21.

This will include classroom training activities to provide vocational training for eligible female inmates in non-traditional occupations to better prepare participants for suitable employment upon release.

STATE: Georgia COST: $48,593

PROGRAM TITLE: Blind/Visually Impaired Youth Program

PROGRAM DESCRIPTION:

This program is providing work experience opportunities and transitional services to facilitate the transition from school to work for the economically disadvantaged blind/visually impaired youth.

This will be accomplished through career employment experience activity offering work experience, career guidance, job exploration, employability skill training, and occupational training to eligible youth, and the development of special employability skills. Participants will receive academic credit for competencies gained during the work experience phase.

STATE: Georgia COST: $18,948

PROGRAM TITLE: Deaf/Hearing Impaired Youth Program

PROGRAM DESCRIPTION:

This program is providing work experience opportunities and transitional services to facilitate the transition from school-to-work for the economically disadvantaged deaf/hearing impaired youth.

This will be accomplished through career employment experience activity offering work experience, career guidance, job exploration, employability skill training, and occupational training to eligible youth, and the development of special employability skills for deaf/hearing impaired youth. Academic credit is awarded for successful participation.

STATE: Hawaii COST: $75,000

PROGRAM TITLE: Palama Settlement Vocational Project

PROGRAM DESCRIPTION:

This project has as its objective to increase the employability of youth offenders by providing them a combination of transition services and work experience.

Activities include:

1. Transition Services--through a learning center, youth will be provided with basic academic skills by individualized program instruction.

2. Work Experience--participants will be placed into subsidized work slots in private non-profit agencies.

   Palama Settlement, a community-based organization, will have operational responsibilities for the project, and will utilize its existing linkages with the family court system to further the objectives of the project.

STATE: Idaho COST: $9,000

PROGRAM TITLE: "TEAM"

PROGRAM DESCRIPTION:

The YETP Governor's Grant provided interim funding for the TEAM project due to the unavailability of Title I funds in October, 1978.

The purpose of the TEAM Project is to provide juvenile offenders committed to the Youth Services Center with comprehensive manpower services. The project provides assessment, employment-related counseling, education, work experience and supportive services to facilitate successful transition into the labor market or educational system upon the participant's release from the Youth Services Center.

STATE: Illinois COST: $450,445

PROGRAM TITLE: Youth Placement Assistance Project

PROGRAM DESCRIPTION:

This project proposes to establish a statewide network of manpower services for approximately 10% of its 11,000 youth, 14 and over, who are most in need of assistance. The project calls for placing at least one youth placement coordinator in each of the eight regions. The function of this coordinator will be to work directly with existing staff to identify youth in need of assistance and to aid them through work experience, training and educational opportunities. In addition, the coordinator will act as unadvocate and big brother/big sister in assisting youth to develop the necessary skills and habits to acquire and maintain employment. The goal of the project is to assist youth to achieve independence and self-sufficiency by age 18. The project anticipates actual placement of 500 of the 1,000 referrals.

STATE: Illinois COST: $369,550

PROGRAM TITLE: Youth Employment & Training

PROGRAM DESCRIPTION:

This is a comprehensive youth training and employment project. The target population is composed of 100 juvenile offenders 16-21, who are committed to the Illinois Department of Corrections on parole status. The project provides for: (1) Vocational and Educational assessment, (2) instruction in job preparedness--two weeks in an "alternative school setting," and (3) placement in work experience, on-the-job training, or employment.

Throughout implementation of the project, youth will be provided with supportive counseling. The expected outcome of the project is to reduce the incidence of law violating behavior of the project youth by improving their employability.

STATE: Illinois COST: $252,543

PROGRAM TITLE: Operation IDEA

PROGRAM DESCRIPTION:

The project will provide intensive study in math, reading comprehension, and structural grammar to 175 youth, ages 16-21, who have a prior criminal or delinquency record. The project will also provide training and guidance to those students who wish to acquire a G.E.D. certificate.

The expected outcome of Operation IDEA will be to improve functional literacy and computational skills of youth ex-offenders which will lead to their improved employability. The program will also provide participants with an increased awareness of their career and life-style options, and will reduce their orientation to anti-social behavior patterns.

STATE: Illinois COST: $40,220

PROGRAM TITLE: Model Employment & Training Program

PROGRAM DESCRIPTION:

The project provides assessment, evaluation, counseling, job coaching, job development and follow-up, coupled with placement or training for 190 youthful offenders 16-21. The project covers a four-county area. The broad goal of the project is to inhibit youthful offenders from having negative contact with the law by providing employment opportunities as an alternative to periods of idleness and unemployment. More specifically, the goal of the project is to assist the youthful offender in preparing himself in obtaining and holding a job. The distinguishing characteristics of this project over more traditional employment and training projects are:

1. Involvement and cooperation with both juvenile justice agencies and criminal justice agencies;

2. Availability of supportive services from a wide variety of social service agencies (e.g. mental health, family counseling, drug and alcohol abuse, housing, legal assistance, advanced vocational testing);

3. Opportunity for clients to experience practice job interviews; and

4. Flexibility with regard to the joint determination (by the client and job coach) as to the client's job readiness.

STATE: Indiana COST: $189,193

PROGRAM TITLE: Youth Employment and Training Program

PROGRAM DESCRIPTION:

This program will test the hypothesis that there is a need for educational, vocational and training opportunities for the youth offender while in the institution and upon release to parole status.

The activities which are to be provided and which are currently unavailable will be: (1) pre-vocational assessment, (2) occupational information, (3) institutional and on-the-job training in data processing, (4) institutional training in typing for completion of high school requirements for graduation, (5) institutional and study release training in drafting, nurses aid, automotive body repair, auto service technology, key punch, institutional food preparation, home maintenance, animal care, and dog grooming, and (6) community resource development services.

STATE: Iowa COST: $50,343

PROGRAM TITLE: Employment and Training Program for Juvenile Offenders

PROGRAM DESCRIPTION:

This program will continue the operation of a weatherization training program serving 30 youth of which 15 will be successfully placed in unsubsidized employment or continue school when they return to the community. In addition it will continue operation of two phased vocational/career exploration programs.

STATE: Kansas COST: $161,000

PROGRAM TITLE: Governor's Youth Offender Restitution Demonstration Program

PROGRAM DESCRIPTION:

This program provides youthful offenders the opportunity to be self-supporting through (1) returning to school, (2) obtaining a GED or (3) obtaining meaningful employment.

In addition, the primary long-term goal of the program is to aid young people in examining their abilities and goals in life and to prepare for a remunerative and satisfying career. Additionally, a plan is set forth requiring the juvenile to reimburse his/her victim for any lossess caused by the juvenile offense.

STATE: Maine COST: $101,283

PROGRAM TITLE: City of Portland Interagency Youth Program

PROGRAM DESCRIPTION:

The Inter-Agency Program is a service-intensive program implemented in FY '78 to meet the needs of troubled youth including dropouts, wards of the state and single parents who have sketchy employment histories. These youth are characterized by unstable home environments, the justice system and may have inadequate nutrition, health care and unsuccessful referral to multiple social services. The project's objective is to provide participants with the tools and supports essential to their taking responsibility for their lives and futures.

Youth may participate in the following components on an individual basis, combined or in sequence: work experience, vocational training, on-the-job training, adult basic education mini-courses, GED preparation, drivers education, in-school component, and undergraduate school. Supportive services available to participants include housing, medical, dental, nutritional, cultural and recreational assistance. Participation in one or more of the components is based on the individual's plan as developed by the counselor and the participant.

STATE: Maryland COST: $82,263

PROGRAM TITLE: Juvenile Offender Counseling Project

PROGRAM DESCRIPTION:

The Juvenile Offender Counseling (JOC) Project provides job development and placement for institutionalized delinquent youth. The Juvenile Services Administration has indicated job development and placement as primary needs for youth under their supervision. Participants also receive counseling and manpower services. Counseling is directed toward assisting the participants in making the personal adjustments necessary to compete successfully in the job market and to identify a career choice or initial employment which will provide the foundation for a future career choice. Manpower services include the development of unsubsidized employment opportunities for youth and placing youth in unsubsidized employment.

STATE: Maryland COST: $41,284

PROGRAM TITLE: Institutional Community Placement

PROGRAM DESCRIPTION:

The Institutional Community Placement (ICP) Program employs ex-juvenile offender youth as human service aides and provides training for the state youth supervisor position. During the training period, the participants serve as project staff for the ICP Program. As project staff they provide daily supervision to juvenile offenders on authorized leave from the Maryland Training School for Boys.

STATE: Maryland COST: $41,606

PROGRAM TITLE: Community House Detention Program

PROGRAM DESCRIPTION:

The House Detention Program employs ten youths as human service aides and provides on-the-job experience and training to prepare to take the state test for the youth supervisor position. During the training the participants work directly with juvenile offenders developing activities to keep the juvenile offenders who are permitted to remain in their homes trouble free and available to the court just as they would be if they were held in a detention center. The basic program idea of house detention has been implemented in other areas. The difference in this approach is the use of ex-juvenile offenders as staff.

STATE: Massachusetts COST: $200,000

PROGRAM TITLE: Comprehensive Offender Employment Resource System (COERS)

PROGRAM DESCRIPTION:

On March 15, 1979, after a year of planning and negotiation, an Interagency Agreement was signed establishing the Comprehensive Offender Employment Resource System (COERS). The program's goal is to increase the employability of criminal and juvenile offenders by developing a coordinative mechanism for the delivery of employment and training services to its clients. COERS is designed as a network of local "clearinghouses," called Employment Resource Centers (ERCs), initially to be located in the three major urban areas of the state to which most offenders return after leaving the criminal or juvenile justice system: Boston, Springfield, and Worcester. While the service delivery model of each ERC will vary to take advantage of local resources, each center would provide the following services: outreach, intake, assessment, preemployment training, access to training and supportive services, placement and follow-up.

STATE: Massachusetts COST: $43,000

PROGRAM TITLE: Juvenile Restitution Program

PROGRAM DESCRIPTION:

Target Population: Juvenile Offenders

Goals and Objectives: The purpose of the program is to allow 60 juvenile offenders to pay restitution to crime victims while receiving employment and social rehabilitative services.

Program Activities/Services: A disposition panel is established to set the amount of restitution to be paid. The panel is composed of 6 to 7 people; the offender, the victim, the community, and a governor. The amount is set on the basis of the surrounding circumstances of the crime and the extent of damage and loss incurred by the victim. Once the amount of restitution is set and agreed upon, a formal agreement is signed by everyone on the panel. The offender is then provided with employment by various public agencies. Counseling is ongoing throughout the duration of the program. The counselor provides support in personal and family matters, monitors the restitution payments to the victim as well as provides assistance in money management, and maintains communication with the worksite supervisor.

STATE: Michigan COST: $125,000

PROGRAM TITLE: Beaver Head Lighthouse Project

PROGRAM DESCRIPTION:

The program is designed to serve adjudicated youth, high school dropouts and potential dropouts. Participants will be exposed to environmental education, work experience, and skill training activities while accomplishing the renovation of the lighthouse and surrounding grounds.

The youth will stay on the island in a camp-like environment. They will spend a portion of each day in developing work skills, recreation and field biology. Additionally, they will participate in the planning, preparation, serving and cleanup of all meals. Counseling will be provided by Title I Career Development staff. Partjcipants will be eligible for high school and college credit as a result of their satisfactory completion of the program.

STATE: Michigan COST: $94,408

PROGRAM TITLE: Corrections Employment Services Youth Program

PROGRAM DESCRIPTION:

The program will provide services to rural youthful offenders, including removing specific barriers that exist for offenders, generating employment opportunities in the private sector and providing full education programs for purposes of job readiness and remedial education.

STATE: Michigan COST: $82,205

PROGRAM TITLE: Training Program for Adjudicated Youth

PROGRAM DESCRIPTION:

The program is designed to provide classroom training and high school completion classes for adjudicated youth with the goal of placing 10 youths in unsubsidized employment.

STATE: Michigan COST: $79,000

PROGRAM TITLE: Career Incentive Program

PROGRAM DESCRIPTION:

The Career Incentive Program was designed to assist handicapped or adjudicated youth with overcoming barriers to employment through on-the-job training and service activities. The amount of program services each applicant receives will be based on the individual's assessment and demonstrated need.

Unique to this program is "self-placement" on-the-job training. This activity will be used by job-ready participants who will locate their own jobs. Each participant will be given a voucher and information that will explain the program to prospective employers. The OJT contract will be written by trained program staff who will explain the program to the employer further.

STATE: Minnesota COST: $41,138

PROGRAM TITLE: Arrowhead--Career Education for Adjudicated Out-of-School Youth

PROGRAM DESCRIPTION:

This project is an attempt to create a comprehensive service delivery system targeted to adjudicated, out-of-school youth. It will represent a joint effort between the Duluth public schools, the City of Duluth Prime Sponsor and Arrowhead Regional Corrections to establish a client centered developmental project in the City of Duluth.

The court will refer the youth to a special intensive youth probation unit. The youth will then be sent to the Community Evaluation Center to determine academic achievement levels, aptitudes, abilities, strengths, weaknesses, interests and opportunities for each student. The student would then be placed in the appropriate secondary vocational training program and on-the-job training in the public or private sector. When not in vocational training or on-the-job training, the student would be involved in the Career Development Centers (CDC) programs for basic education and job readiness training.

STATE: New Jersey COST: $80,786

PROGRAM TITLE: FDM Dorm (Fellowship through Development to Maturity)

PROGRAM DESCRIPTION:

Twenty seven youth under the supervision of the state will be provided work experience, GED and driver's training by FDM. Housing is provided to each youth on the grounds of the Fort Monmouth Army Base at no cost to the project.

In addition, professional counseling is provided to each youth to aid in personal and interpersonal conflicts and prepare the youth for independent living and positive employment patterns. Linkages have been developed with the following agencies to prepare the youth for independent living and enhance positive employment patterns. Monmouth Adult Education Center (Educational Services); New Jersey Division of Employment Services (job referrals); New Jersey Division of Vocational Rehabilitation (for handicapped/disturbed youth); and U.S. Army (jobsites, career opportunities).

STATE: New Jersey COST: $65,646

PROGRAM TITLE: Classroom Training

PROGRAM DESCRIPTION:

The program provides classroom training in hospital occupations and food service preparation to mentally retarded youth. These youth need work, training and instruction prior to their release from the institution. The program is also designed to test the effectiveness of manpower training in a state institution for the mentally handicapped.

STATE: New Jersey COST: $422,000

PROGRAM TITLE Jamesburg Distribution and Marketing Cluster

PROGRAM DESCRIPTION:

Participants in this project receive training in the areas of purchase, payment and inventory of foods and containers, portions and relation of profit margins to servings per purchase, preparation and distribution of fast food items, administration and supervision of a retail food operation. Youth will attend daily classes for 26 weeks for training and instruction.

STATE: New Jersey COST: $45,810

PROGRAM TITLE: Theatre Without Bars/Job Readiness Program

PROGRAM DESCRIPTION:

TWB operates within two correctional facilities: Yardville, a medium security prison for men; and Jamesburg Home for Boys and Girls, a minimum security institution for children. The goals and objectives of this program are accomplished through acting and writing workshops, special education workshops, and enthusiasm of the staff.

The acting workshops develop skills in concentration, observation, listening, sensitivity and verbal communication with others.

The writing workshops accomplish the following: How to prepare an effective resume, composing clear and concise business letters, filling out and understanding job application forms, understanding legal documents (lease, credit applications), interpreting newspaper want ads.

The special education workshops are the culmination of the acting and writing workshops, with experienced business and education leaders providing training in areas of special interest to the participants.

Inmates from both institutions will become members of an Inmate Touring Company that, performs and lectures throughout the State of New Jersey at colleges, high schools, churches, civic organizations, and business.

Through this training, incarcerated youths will be able to handle life and compete in the job world as self-confident and prepared individuals.

STATE: New Jersey COST: $43,669

PROGRAM TITLE: Cooperative OJT/Work Experience Project

PROGRAM DESCRIPTION:

The Johnstone Training and Research Center in cooperation with the Division of Vocational Rehabilitation has developed a program to cooperatively provide on-the-job training (OJT) and work experience to mentally handicapped youth 16-21, who are capable of independent living. The Division of Vocational Rehabilitation is responsible for OJT and work experience slot development outside the institution. The Johnstone Training Center pays participant wages. Both agencies are involved in the recruitment and selection of program participants. Counseling services are provided to youth on an on-going basis. Post-placement follow-up counseling services will also be provided to youth to enhance job success.

STATE: New Jersey COST: $22,000

PROGRAM TITLE: Yardville Correctional Facility: Survey Research Skill Training

PROGRAM DESCRIPTION:

The Garden State School District provides a skill training program for 24 youth in the Yardville Corrections Facility. Participants are trained in survey research in the following areas: survey management techniques of interviewing, coding and editing of survey data, questionnaire construction and validation of survey data. The training sessions employ the use of visual aides, tape recorders, role playing, editing and coding of questionnaires and development of a practice questionnaire.

Youth are also provided the opportunity to conduct a field pilot test. The test consists of a questionnaire and telephone interview of a sample of private companies and potential employees who employ inmates and released inmates. The test will provide information on the efforts of job placement specialists, job developers and vocational program teachers and directors.

STATE: New York COST: $52,160

PROGRAM TITLE: Experimental Pre-Vocational Workshop

PROGRAM DESCRIPTION:

This program provides experimental methods of pre-vocational classroom training for youth inmates of correctional facilities.

STATE: New York COST: $108,879

PROGRAM TITLE: Youth Employment Program

PROGRAM DESCRIPTION:

This program is to provide job development for probationers 16-21 years of age.

STATE: New York COST: $505,000

PROGRAM TITLE: Auto Mechanics Training Program

PROGRAM DESCRIPTION:

This is a skill training program for hard core youth. Due to the nature of the participants, the porgram will operate for two years instead of a regular one year. Participants receive remedial education under the program.

STATE: New York COST: $55,000

PROGRAM TITLE: Saint Anne Institute

PROGRAM DESCRIPTION:

This program provides career employment experience to young women who are wards of the state.

STATE: North Carolina COST: $170,000

PROGRAM TITLE: Division of Youth Services Community Agricultural Project

PROGRAM DESCRIPTION:

This project will continue to alleviate some of the special employment and training needs of institutionalized youth. The program provides apprenticeship training through joint efforts by the Division of Youth Services, training schools, and community sites. Students will acquire marketable skills for competing in non-agricultural job markets.

STATE: North Carolina COST: $150,600

PROGRAM TITLE: Community Resources Coordinators for Youthful Offenders Project

PROGRAM DESCRIPTION:

The major objective of this project is continued development of inter-referral agreements with local agencies which provide needed human services. The local coordinators funded through these localized projects have the primary function of coordinating local services and resources to facilitate the transition of youthful offenders from state institutions to the home or respective communities.

STATE: North Carolina COST: $125,000

PROGRAM TITLE: Peer Influence Project (PIP)

PROGRAM DESCRIPTION:

The PIP will serve 100 youth who are offenders, and/or truants. Training will result in one or more of the following benefits: (1) GED or high school equivalency, (2) upgrading preparation to enter one of the available options, (3) on-the-job training/co-op training with business and industry, (4) entry into one of Lenoir Community College's diploma capabilities.

STATE: North Dakota COST: $48,824

PROGRAM TITLE: Youthful Offender Aftercare Program

PROGRAM DESCRIPTION:

The North Dakota Governor's 5% youth program targets youthful offenders who have been put on trial placement and/or discharged from the North Dakota Industrial School. Currently these youth are not being provided with the counseling and other support services needed. The program seeks to: motivate the youth in both academic and work settings, increase the youth's awareness of career opportunities, assist the youth in formulating realistic career goals and obtain and retain employment. Aftercare services including counseling, career and occupational information, and supportive services are provided to program participants as well as follow-up contacts.

STATE: Oklahoma COST: $40,000

PROGRAM TITLE: Oklahoma Halfway House Youthful Offender Program

PROGRAM DESCRIPTION:

The Youthful Offender Program provides services in a resident facility to youth between the ages of 18-21 who have been discharged from state institutions, or who have been referred by other sources. Services provided include outreach, intake, orientation, counseling, job development, job placement, and food, housing and transportation. In addition, youths' needs for vocational training, work training, OJT, and other services will be provided by referral to agencies which provide those services.

STATE: Oklahoma COST: $29,000

PROGRAM TITLE: Little Dixie C.A.A.

PROGRAM DESCRIPTION:

This project serves youthful offenders who have committed delinquent acts resulting in property damage in an 8-county area of the state. In cooperation with the Department of Social, Rehabilitative Services and the court system, youth are placed in supervised jobs and training sites. Each participant is expected to contribute 50% of his salary as restitution. The money is withheld during normal salary payment processes through the Little Dixie C.A.A. fiscal division. At the conclusion of the restitution-training period efforts will be made to place the participant into a job which reflects prior training.

STATE: Oklahoma COST: $13,000

PROGRAM TITLE: Living Today Juvenile Offender Program

PROGRAM DESCRIPTION:

Services available to clients of Living Today include: (1) living accommodations in the neighborhood home at a nominal fee; (2) job placement service; (3) job placement testing through the Employment Security Commission; (4) transportation to and from work: (5) academic and/or vocational education for those who want or need this service through academic and vocational schools; (6) community referrals introducing clients to personal and family aid services; and community organizations and religious groups providing client reorientation into the community.

STATE: Oklahoma COST: $11,000

PROGRAM TITLE: Ex-Offender Apprenticeship Program

PROGRAM DESCRIPTION:

Objectives are: (1) placing female offenders aged 18-21 in "non-traditional jobs"; (2) drawing from present WORC resources comprehensive social services, (child care, housing, food, clothing, medical attention and counseling); Job Development Specialist to insure client receives needed services without duplication; (3) establishing career plans based on evaluation of interest, aptitudes, and needs in relation to the accessability of training programs and job availability; (4) counseling during training, apprenticeship participation or first 3 months on the job; and (5) follow up to insure successful placement for client and employer.

STATE: Oregon COST: $156,000

PROGRAM TITLE: Release Training Program

PROGRAM DESCRIPTION:

This program will provide youthful offenders with the skill training necessary to becoming employed, productive members of the community. The program will provide intake, assessment, counseling, skill training and placement services for youthful offenders under the age of 22. The training will be made available to both releasees and parolees.

STATE: Pennsylvania COST: $450,000

PROGRAM TITLE: Youth Training

PROGRAM DESCRIPTION:

Adjudicated and retarded youth who are under the supervision of the state are provided with work experience and classroom training under this project.

STATE: Pennsylvania COST: $320,750

PROGRAM TITLE: Job Opportunities for Youth

PROGRAM DESCRIPTION:

Youth who have been incarcerated and are under legal custody in a detention center or group home situation are provided an opportunity to participate in work experiences. In addition, training is provided in an attempt to modify the youth's attitudes and behavior.

STATE: Pennsylvania COST: $450,000

PROGRAM TITLE: Work Experience/Classroom Training for Adjudicated Youth

PROGRAM DESCRIPTION:

Adjudicated youth in the youth group home in four counties of the state are provided classroom training (carpentry) and work experience. It is expected that 50% of the youth will be placed in unsubsidized employment.

STATE: Puerto Rico COST: $321,288

PROGRAM TITLE: Training and Work Experience Project

PROGRAM DESCRIPTION:

This program provides training and work experience for institutionalized youth under the custody of the state. In addition, this experimental project will serve as a model for future programs in a service area where funds had not been previously utilized.

STATE: Rhode Island COST: $83,404

PROGRAM TITLE: Career/Vocational Education Program

PROGRAM DESCRIPTION:

The Department of Corrections plans to implement a program to provide a career/vocational education program designed to afford participants an opportunity to realize their employability and their economic opportunities. In addition, it will help to expose the individual to the "world of work" and will attempt to develop a realistic self-concept through the acknowledgement of personal interests, attitudes, and values. Strategies have been developed to create an Experience-Based Career Education Component for all program participants. Following the orientation sessions, which include interest, aptitude and occupational testing, program participants will examine a variety of career clusters for purposes of career exploration in the public employment sector.

STATE: Rhode Island COST: $98,788

PROGRAM TITLE: Training thru Placement (TTP), Inc.

PROGRAM DESCRIPTION:

This program provides services to mentally retarded youth and youth who have had cerebal palsy. All job stations will be in the public sector.

TTP's operationalized placement system will enable a maximum number of "special students" to integrate into the community by providing conditions under which they can attain an adult status of productivity, social awareness, and independence.

Vocational evaluation is prognostic and future-oriented, and each employer will be furnished a summary of this evaluation. An individualized plan is developed for each participant including evaluations of the participant's problems, strengths, and special needs.

STATE: South Carolina COST: $50,957

PROGRAM TITLE: Program for Juvenile Offenders

PROGRAM DESCRIPTION:

The Program for Juvenile Offenders is designed to: (1) provide opportunities for children who have committed victimless offenses and whose anti-social behavior has not yet progressed to the point of requiring incarceration; (2) develop ways of improving the communication between the agency and the community at-large to help meet the needs of the children and their families; (3) allow the offenders to make restitution for their offenses; and (4) secure job-related information. A major tool in carrying out these goals is individual and group counseling.

The program will focus on skill assessments, personal barriers to employment, job seeking techniques, family relationships, values clarification, and personal growth workshops to prepare specially disadvantaged for entry and re-entry into the labor market. Emphasis will be directed toward creating jobs in the private sector.

STATE: South Carolina COST: $94,647

PROGRAM TITLE: John De La Howe Career Employment Program

PROGRAM DESCRIPTION:

The John De La Howe School will offer a career employment experience for thirty-five (35) eligible youth under the care of the state. The school serves youth who were removed from their home or community for reasons involving the parents of the children.

The primary purpose of this program is to provide meaningful work experience. The program is organized to offer each enrollee services in counseling, education and job placement in an attempt to provide the individual with the opportunity to develop attitudes, values, beliefs, and behaviors more acceptable in the community environment.

STATE: South Carolina COST: $38,323

PROGRAM TITLE: Greenville County Pre-Trial Diversion

PROGRAM DESCRIPTION:

The purpose of this program is to divert the non-violent, non-habitual offender from the criminal justice system into a short-termed community-based supportive program. It is organized to offer every enrollee services in counseling, education and job placement in an attempt to provide the individual with the opportunity to develop attitudes, values, beliefs and behaviors more acceptable to the communities.

STATE: South Carolina COST: $39,767

PROGRAM TITLE: Atkins Life Skills

PROGRAM DESCRIPTION:

The South Carolina Department of Juvenile Placement and Aftercare will offer a transition service component to provide employability skills training to eighty disadvantaged juvenile offenders in an attempt to help them choose, find, get, and keep a job. In order to combat the deficiencies brought about by a dwindling job market and to overcome the handicaps caused by insufficient vocational preparedness training, juvenile offenders under the care of the state, must be provided with instruction, guidance, and counseling. These services would then allow them to cope more effectively with the various motivational, social and vocational readiness problems, which prevent them from securing and retaining acceptable employment.

STATE: South Dakota COST: $29,947

PROGRAM TITLE: State Training School In-School Program

PROGRAM DESCRIPTION:

This program will demonstrate the effectiveness of providing services to youth before they return to their respective communities. The program will offer a valuable experience in necessary career information as well as the development of basic work skills. The participants in the program will be nearing the time of their release from the institution.

The activities and services provided by the program include two basic components: a related instruction component providing approximately five hours per week of classroom activities exploring various careers, and the identification of participant interest and abilities; and, a work experience component that provides each participant with basic work skills necessary for entering employment.

STATE: South Dakota COST: $10,952

PROGRAM TITLE: Independent Living and Employability Skills Training

PROGRAM DESCRIPTION:

This training session will be provided for 70 youth under the supervision of the state aged 14-18. It is a joint venture between social services and Job Service. Youth participants will attend a 3-day workshop which will provide independent living skills and employability skills. The participants are foster children who will soon be faced with making it on their own. The workshop will familiarize youth with their responsibilities as well as their future opportunities.

Following the workshop, each youth will be served by the Job Service and an employability plan will be developed.

STATE: Tennessee COST: $227,138

PROGRAM TITLE: Youth Opportunities Unlimited

PROGRAM DESCRIPTION:

This program will provide status offenders with basic training and skills necessary to obtain and keep a job in the private or public sectors of their community.

STATE: Tennessee COST: $171,656

PROGRAM TITLE: Programs for Youth Under Supervision of the State

PROGRAM DESCRIPTION:

This program will provide classroom training, work experience, career exploration and transitional services to 255 youth who are wards of the state. Work experience will be on campus, 16 to 17 hours a week, in the following areas: cafeteria, laundry, printing, recreation, barbering, cosmetology, baking, butchering, custodial, grounds maintenance, administrative offices, campus security and auto mechanics.

STATE: Tennessee COST: $222,549

PROGRAM TITLE: Youth Vocational Training Program

PROGRAM DESCRIPTION:

This statewide program will offer on-the-job training, accreditation in pre-vocational training, work experience, and a youth work release program to 592 youthful offenders to enhance confidence, skills, and attitudes necessary for successful reorientation into their home community.

STATE: Texas COST: $226,000

PROGRAM TITLE: Organized Labor CETA Youth Training Program

PROGRAM DESCRIPTION:

This is a residential program that prepares court assigned youth for mechanical trades through academic and vocational classroom training. The service delivery system includes assessment, orientation, training and education, practical experience, and job development and placement. Located in New Waverly, Texas, Gulf Coast Trades Center (GCTC) serves youth from all over the state and takes responsibility for their placement upon completion of training.

One unique feature of the GCTC is the extensive linkage and coordination between the program and state agencies (e.g., Texas Criminal Justice Division, Rehabilitation Commission, Youth Council); federal agencies (e.g., USDA Food and Nutrition Service, Forest Service); prime sponsors; state and county probation/correctional agencies; educational institutions; and AFL-CIO councils. In addition, GCTC is licensed as a child care institution by the Texas State Department of Human Resources.

Another significant feature of this program is that courses are taught in 8 construction trades by certified-skilled journeymen-level instructors.

STATE: Virginia COST: $178,000

PROGRAM TITLE: Juvenile Opportunity Pilot Project (JOPP)

PROGRAM DESCRIPTION:

The objective of this project is to provide work experience, on-the-job training, educational development, therapeutic counseling, economic and career exploration and recreation to youthful offenders.

Goals include the re-enrollment of participants in the secondary school system or placement into unsubsidized employment.

STATE: Virginia COST: $106,412

PROGRAM TITLE: Juvenile Unemployed Making Progress (JUMP)

PROGRAM DESCRIPTION:

The primary objective of this project is to provide juvenile offenders an opportunity to: (1) acquire a high school diploma or GED utilizing a youth specialist as liaison with state and local institutions; (2) participate in an expanded Vocational Exploration Program with the assistance of community-based organizations; and (3) participate in an OJT and employment program designed especially for those youth under the supervision of the state.

STATE: Washington COST: $140,000

PROGRAM TITLE: Juvenile Offender Vocational Program

PROGRAM DESCRIPTION:

The purpose of the Juvenile Offender Vocational Project is to implement a model project that will provide youth from three state juvenile institutions in southwest Washington, with the services necessary to help them secure a training or employment placement upon their release. This will be accomplished through the coordination of existing social service programs around the state and the development of increased training and employment opportunities for residents at the three institutions.

Activities conducted through this project will be integrated with on-going programs at the three institutions and will include, but will not be limited to: pre-employment assessment and counseling; employability plans; individualized vocational training; on-the-job training, work experience opportunities; coordination of training delivery; and employment and support services with social service programs around the state.

STATE: Washington COST: $29,436

PROGRAM TITLE: Project New Alliance

PROGRAM DESCRIPTION:

Participants in this project must be referred by the juvenile court and must have a restitution obligation. The program provides training services to offenders with restitution and community accountability as mandated by the Juvenile Justice Act of 1977. The program works toward reducing recidivism, increasing employability and assisting participants in paying their restitution obligation.

STATE: Washington COST: $28,000

PROGRAM TITLE: City of Tacoma Restitution/Work Experience Project

PROGRAM DESCRIPTION:

The City of Tacoma restitution/work experience project established a youth services bureau in FY '78 to serve as a community accountability process outside the juvenile courts. The project was continued in FY '79 and provides short term work experience to CETA-eligibile youth with a restitution obligation. Youth who have completed their restitution obligation may participate in an individualized career exploration/work experience component of the program.

STATE: Wisconsin COST: $81,145

PROGRAM TITLE: Division of Corrections Youth Work Experience Program

PROGRAM DESCRIPTION:

There is a dramatic relationship between work experience and the prevention of serious juvenile delinquency. This project will develop work experiences for the youth most in need: those between the ages of 17 and 18 and who have been identified as having serious community problems and, who, as the result of their behavior, are residents of juvenile correctional institutions.

STATE: Wisconsin COST: $75,000

PROGRAM TITLE: Project SAIL (Special Assistance in Independent Living)

PROGRAM DESCRIPTION:

West CAP's Project SAIL will provide a comprehensive community approach to the needs of 144 youthful offenders and other troubled in-school youth. All participants will be provided with a work experience, employability training, career orientation, job coaching, and comprehensive counseling services. Objectives specify the percentage of participatns who will: complete a work experience, have reduced law enforcement contacts, improve in-school performance, stay in school, move to other youth programs, enter skills training, and who will enter unsubsidized employment.

STATE: Wisconsin COST: $50,340

PROGRAM TITLE: Training, Employment and Education Needed

PROGRAM DESCRIPTION:

The project will provide payment for services to juvenile offenders (between age 16 years 9 months and age 18 years), under the field supervision of Wisconsin's Division of Corrections in the training program of Operation Fresh Start, Inc., in Madison, Wisconsin.

The project will provide a multi-service delivery system to youthful offenders who have multiple barriers to employment. In addition, this project will reinstate and expand the use of a unique and valuable resource serving a select group of youth having exceptional vocational training and educational needs.

STATE: Wyoming COST: $27,367

PROGRAM TITLE: Youth Offender Program

PROGRAM DESCRIPTION:

Youthful offenders who are soon-to-be released or have recently been released from the State's Girls and Boys Schools are provided on-the-job training or classroom training under this program.

Youth who need intensive and special evaluation before actual enrollment into a skill training program will participate in a vocational evaluation program.

ADDENDUM III. B.

PROGRAMS PROVIDING LABOR MARKET

OR OCCUPATIONAL INFORMATION

STATE: Alabama COST: $75,071

PROGRAM TITLE: Alabama Occupational Information System (AOIS)

PROGRAM DESCRIPTION:

Established in FY '78 this project provides a data bank of occupational and educational information retrievable at computer terminals located at Employment Service Offices in the 7 largest population centers of the state. Many educational institutions have also purchased this service so that the information is widely available. Each county in the state will be provided with 3 Occu-sort files that are available for use by students during counseling sessions. A training resources book is also being developed that will list every training facility in the county providing information such as curriculums, entrance requirements, costs, and financial aid.

STATE: Colorado COST: $29,981

PROGRAM TITLE: Youth Occupational Information Project

PROGRAM DESCRIPTION:

This project provides for a comprehensive needs assessment and analysis of the availability of labor market and occupational information as it pertains to Colorado youth. The information gathered through this project will be used in the FY '80 program planning cycle.

STATE: Connecticut COST: $90,050

PROGRAM TITLE: Statewide Computerized Occupational Information Services

PROGRAM DESCRIPTION:

This project is expected to: (1) teach students about present and future availability of career opportunities; (2) develop an awareness of acceptable and satisfying occupations; (3) encourage those in the process of career exploration to seek out occupational information; (4) increase awareness of the major sources of occupational information on training and education requirements; and (5) serve as a support base for career education, employment counseling, educational planning and curriculum development.

STATE: Connecticut COST: $42,129

PROGRAM TITLE: Statewide Career Education Awareness/Outreach

PROGRAM DESCRIPTION:

This program provides local school districts with resources and assistance to establish Career Education/Work Advisory Councils (CEWACs). The program also assists local education agencies in developing and implementing action plans for career and vocational education as required by the state legislature.

The program will result in: (1) a series of day-long workshops to initiate interest and participation in CEWACs' (2) a booklet to provide information, suggestions, and guidelines for developing a collaborative effort in the community; (3) development of a Career Education Information Center to gather and disseminate career and occupational information to provide a clearinghouse function for career education information throughout the state; (4) development of 14 radio spot announcements, in Spanish and English, promoting career education; and (5) identification of potential participants from business, labor, industry, education, parents, and community organizations for the development of CEWACs.

STATE: Connecticut COST: $41,500

PROGRAM TITLE: Youth Data Resources Study

PROGRAM DESCRIPTION:

Connecticut Governor's 5% funds will continue to support an FY '78 funded project to survey the labor market experiences of area youth. An instrument has been developed that approaches the youth labor market from both youth and employer aspects. Youth who are currently in or entering the labor market have been polled concerning their experiences; employers have been interviewed to determine their needs for and demands upon youth employees.

The results of this study will aid in selecting areas for classroom training, setting standards for program completion, identifying potential opportunities for YETP program participants (as well as traditional OJT slots), providing guidance for counselors who work with youthful participants. In addition, the results of the study will help other youth-serving institutions, particularly the public schools, in improving their programs and service delivery systems.

STATE: Florida COST: $600,000

PROGRAM TITLE: Career Outreach Awareness Program

PROGRAM DESCRIPTION:

Florida A&M University in cooperation with five other post-secondary institutions (Florida State University, University of Florida, Edward Waters College, Florida Memorial College, and the University of Central Florida) is operating a career outreach awareness program designed to expose minority and female youth to science, engineering and other technical careers, and to facilitate the development of the essential preparatory skills for these occupations at the secondary school level. This program is aimed at affecting a significant increase in the number of blacks, other minorities, and women who select and complete training and education in science and engineering disciplines. Participants will be selected from referrals by secondary school instructors and counselors, direct applicants resulting from advertisement, and referrals from other community agencies.

STATE: Georgia COST: $125,000

PROGRAM TITLE: Georgia Career Information System

PROGRAM DESCRIPTION:

This program will provide computerized statewide data to offer greater resources to prime sponsors in developing area plans for youth; and to local educational agencies as a counseling tool in offering career guidance.

STATE: Illinois COST: $71,033

PROGRAM TITLE: Labor Market Information Systems

PROGRAM DESCRIPTION:

The project is designed to systematically collect, assess, analyze and distribute information related to employment potential and employability of youth in west and south suburban Cook County. A fully automated computerized system will be developed to serve six Youth Service Bureau (YSB) sites to match jobs and youth. The system will collect and match data regarding youth characteristics in each of the sites, and collect and match employment opportunities and job market date in each site. Programming will involve analysis of this data in a unique interfacing schedule offering quick updated information to each YSB on the placement of a particular youth in a particular job. Once the system is completed, each YSB may be able to ask for the availability of a particular job, for a particular youth in that area.

STATE: Illinois COST: $45,150

PROGRAM TITLE: Alternative Classroom Project

PROGRAM DESCRIPTION:

The Jo-Daviess-Carroll Area Vocational Center (AVC), in cooperation with the local CETA program agent, the Division of Vocational Rehabilitation, and the Illinois Job Service will establish an occupational and career guidance and placement service for youth in a rural agriculture area who are not presently accommodated or profiting from conventionally structured classroom experiences. These youth have demonstrated socially inappropriate behaviors such as excessive truancy, aggressiveness, hostility, or apathy toward the school environment; have become juvenile offenders; have dropped out or been expelled from school. Identification, outreach and counseling for 25 participants will be accomplished using staff personnel from the above agencies. Pre-employment, work experience, and/or OJT work sites will be developed. The AVC will provide the administration necessary to insure co-operation between the participating agencies, to avoid service duplication and competition, and to coordinate the project.

STATE: Illinois COST: $33,896

PROGRAM TITLE: Training of In-School Youth as Peer Counselors

PROGRAM DESCRIPTION:

The City of Chicago, through its Career Guidance Center, will teach interpersonal and career planning skills to 20 high school seniors and/or first year community college students. The students will be provided with strategies for sharing career activities with other students as career guidance peer counselors.

The peer counselors may earn credit for participation in this project through: (1) the College Acceleration Program of the City College; (2) the Experience Based Career Education Program available in some high schools; and (3) as regular approximately 800 youth will be contacted through this project.

STATE: Indiana COST: $53,989

PROGRAM TITLE: Health Careers for Young Women

PROGRAM DESCRIPTION:

The program will enhance career awareness and development among young women residing in 20 counties in Southeastern Indiana. The project will provide health career awareness to 2,000 women, with 60 women being provided with job shadowing.

STATE: Indiana COST: $44,632

PROGRAM TITLE: Non-Traditional Employment and Outreach Program

PROGRAM DESCRIPTION:

The Non-Traditional Employment Outreach program for women is designed to inform 150 women of apprenticeship and non-traditional employment opportunities. Through the use of Workshops serving 15 to 20 participants, will explore career opportunities in apprenticeship by utilizing "hands on" tool identification and counseling. Linkages include WIN, BAT, building trade unions, and private contractors affected by regulations providing for the participation of women in the construction industry.

STATE: Indiana COST: $25,219

PROGRAM TITLE: Traveling Road Show

PROGRAM DESCRIPTION:

This program is designed to conduct ten, two-day workshops throughout the state. These workshops will inform 1,000 women of non-traditional employment opportunities and apprenticeship programs. Linkages include CETA, BAT, WIN and local building trade unions.

STATE: Kansas COST: $202,000

PROGRAM TITLE: Career Guidance Center Project

PROGRAM DESCRIPTION:

The program operator has established Career Guidance Centers in 21 of the 40 secondary schools in the state which have the highest percentage of economically disadvantaged youth. The Career Guidance Centers provide career and labor market information to secondary students in grades 10 through 12. There is a career guidance coordinator trained and provided by the program operator. The Center includes a ten-hour mini-course for each enrollee which offers personal/self assessment. Students enroll on a voluntary basis during the regular school session hours; after completion of the mini-course, those students who so desire are permitted to shadow occupations with employers in the community or neighboring communities for a period of two weeks during non-academic course time.

STATE: Kentucky COST: $22,000

PROGRAM TITLE: Youth Opportunities Demonstration

PROGRAM DESCRIPTION:

This program will provide for the collection, analysis and dissemination of information concerning the characteristics, labor force status and numbers of women and youth who are in need of manpower services.

STATE: Louisiana COST: $162,000

PROGRAM TITLE: Career Education Material

PROGRAM DESCRIPTION:

Louisiana State University's School of Voactional Information is developing career education materials in the form of a self-contained packet designed to provide all the essential information needed to successfully pursue employment in Louisiana. The materials include: (1) teacher manual; (2) student handbook; (3) an introductory filmstrip on the problems encountered by young and unprepared job-seekers; (4) a filmstrip illustrating job interview approaches and behavior; (5) a filmstrip detailing continuing education opportunities to be pursued in order to botain specific job qualifications (proposed); (6) a filmstrip illustrating social competencies in regard to the work experience (proposed); (7) twenty-one student handouts; and (8) fifty transparencies for use as teaching aids.

STATE: Maryland COST: $64,751

PROGRAM TITLE: Multi Services Community Center

PROGRAM DESCRIPTION:

Up to ten Career Resource Centers will be developed in comprehensive high schools throughout the state. Two model projects were established under State Manpower Services in FY '78 which will serve as models for this activity. The Career Resource Centers provide a wide range of career guidance services including occupational testing and information on training and educational programs, basic education and GED training for out-of-school youth and ES job bank information. Prime sponsors provide counseling, skill training and employment services. The Employment Service provides job development and placement.

STATE: Maryland COST: $18,000

PROGRAM TITLE: Special Report on Youth

PROGRAM DESCRIPTION:

A special report on youth is being developed to provide CETA prime sponsors with area localized information on the youth population and youth employment opportunities. Such information is not presently available. The report will present statistical information and a narrative analysis in relationship to a specific population base encompassing all individuals from 16 to 24 years of age. Further consideration will be given to the numbers of persons 14 and 15 years of age who represent the potential supply of future job entrants into the labor market.

STATE: Massachusetts COST: $79,979

PROGRAM TITLE: Career Counseling and Exploration (DES/In-School)

PROGRAM DESCRIPTION:

Under this project the division of employment Security, in coordination with the State Department of Education and the State Employment and Training Council will assign nine employment counselors to selected high schools to provide employment counseling and job placement services to students. The Division will out-station the counselors at the schools on a full-time basis and the local school will assign a staff person to work with the counselor on a team basis. They will work together to select and deliver services to graduating seniors, potential dropouts, and students in need of part-time employment.

Special emphasis will be placed on servicing graduating seniors entering the labor market, potential school drop-outs, and students with an economic need for employment.

STATE: Massachusetts COST: $92,796

PROGRAM TITLE: Computer Bus Project

PROGRAM DESCRIPTION:

In conjunction with Digital Equipment Corp. and a local prime sponsor the SETC has funded a pilot "Computer Bus" project in two prime sponsor areas to: (1) "debunk the myths" surrounding the field of computer technology in order to encourage youth to explore career choices in this area; (2) promote "computer literacy" among non'technologically trained people in the population; (3) provide young people with a hands-on opportunity to explore occupational fields using computers; and (4) provide a capacity for computer aptitude assessment of students for use by high school teachers, guidance counselors, CETA prime sponsor assesment staff, and admissions personnel in community colleges. Two used passenger buses have been renovated and furnished with computer equipment donated by Digital Equipment Corp.

STATE: Michigan COST: $126,900

PROGRAM TITLE: Michigan Occupational Information System (MOIS)

PROGRAM DESCRIPTION:

The purpose of MOIS is to develop, compile and disseminate occupational information.

STATE: Nebraska COST: $8,000

PROGRAM TITLE: Career Exploration

PROGRAM DESCRIPTION:

Discussions have been held with personnel at Offutt Air Force Base concerning the development of a career-exploration program at the Base during the school year. This program would continue a linkage developed in FY '78 between the Governor's Youth Program and Offutt Air Force Base.

The career exploration programs operated at Offutt have as their primary goal, the provision of "occupational and career guidance," together with "labor market and occupational information to "youth under the supervision of the State." Officials at Offutt Air Force Base wish to extend the program beyond the geographical area of the Base, and are determined to see it replicated as a "model employment and training program" in other air force bases across the country. Much of the career exploration done through the program is in areas of "apprenticeship trades."

STATE: Nebraska COST: $61,000

PROGRAM TITLE: Career Information System

PROGRAM DESCRIPTION

The Nebraska Career Information System (NCIS) was designed to provide a hands-on experience in acquiring career information. It offers an opportunity to explore career possibilities using current Nebraska information relating to jobs, training programs, employment potential, and training institutions. NCIS includes labor market and occupational information on 390 selected job titles, describes post-secondary training programs in the state, provides current information about two year, four year, graduate, and proprietary institutions.

Evaluation instruments surveying counselor/advisors and client/students will provide verification and revisions to the project.

STATE: New Hampshire COST: $167,644

PROGRAM TITLE: Residential Summer Vocational Program

PROGRAM DESCRIPTION:

The program was developed to test the feasibility of a residential program. Youth from all areas of the state will be provided a two-week labor market orientation and overview of training activities available in the program. Residents may participate in exploratory training activities such as carpentry, building maintenance, auto mechanics and health occupations.

STATE: New Jersey COST: $167,533

PROGRAM TITLE: Project Transition: From School-to-Work

PROGRAM DESCRIPTION:

This project places an Employment Service interviewer and counselor in four high schools to provide employment counseling and job placement to non-college bound students. A non-financial agreement exists between the schools and the Employment Service (CES). The schools (urban, suburban, rural, and vocational) provide the necessary space and utilities and the ES provides the staff. The ES team work in close cooperation with the guidance department of each high school, local ES offices, and prime sponsor. Services provided by the ES team include career counseling, aptitude tesintg, job search techniques, employability plan development, provisions of labor market, information, job development and placement. The team is primarily concerned with fulltime employment for graduates and dropouts, but also assists students in finding after-school and summer employment.

STATE: New Jersey COST: $42,941

PROTRAM TITLE: Health Occupational Planning

PROGRAM DESCRIPTION:

The program is designed to achieve two main objectives: (1) to provide a reliable data base to develop manpower projections of employment opportunities in entry level health profession jobs. The projections will provide information on the number of immediate job openings, those that will be available over the next three years and, will indicate the prospects for long term employment (five and ten years); and (2) to develop a health services occupation program for disadvantaged and chronically unemployed New Jersey youth. The program includes training at progressively more advanced levels of competency, CETA job opportunities, and basic skills remediation, and eventually making these youth eligible for entry level health profession careers.

STATE: New Jersey COST: $24,000

PROGRAM TITLE: Practical Hints on Finding A Job

PROGRAM DESCRIPTION:

This program provides CETA youth program participants with world-of-work orientation in the following areas: where to find a job; how to fill out job application forms; how to prepare for civil service examinations; and how to interview for a job. Youth will participate in six hours of classroom instruction.

STATE: New Jersey COST: $9,263

PROGRAM TITILE: Area Occupational Handbook

PROGRAM DESCRIPTION:

The purpose of this project is to develop career guidance materials in the form of CETA area occupational handbooks. Handbooks contain wage data, current occupational employment data and occupational employment projections to 1985 geared to local areas. Data is compiled and analyzed on a prime sponsor area basis. All handbooks will include sections on data limitations and the interpretation of the coding structure used in the books.

STATE: New Mexico COST: $182,301

PROGRAM TITLE: Comprehensive Career Exploration and Development Activities

PROGRAM DESCRIPTION:

The project will implement and/or expand a career oriented information center at the school where information on careers and job exploration activities for credit can be realized. Job exploration assignments will be coordinated when feasible. The local education agency will determine the award of credit based on their own school requirements. In most instances, one-half credit will be awarded for each 180 hours of successful job exploration activities.

The counselors will conduct follow-up, follow-through, and adjust occupational exploration activities during the entire program, including the summer period. The counselors will also develop career education materials and information for further use in implementing other comprehensive career exploration and development activities throughout the state.

STATE: Nevada COST $20,000

PROGRAM TITLE: CETA Occupational Training Data

PROGRAM DESCRIPTION:

This project will develop a computerized or manual retrieval system for occupational training data. Information will include supply and demand data for occupations in Nevada. The program will supply data for in-school CETA youth and ultimately all CETA clients that are being trained in vocational programs. Data will be used as a planning tool to determine what training programs are needed.

STATE: New York COST: $148,000

PROGRAM TITLE: SOICC Research

PROGRAM DESCRIPTION:

This project provides for additional staff to aid SOICC in developing labor market information more appropriate for youth and youth counselors. An occupations handbook will be developed for youth counselors and CETA planners.

STATE: North Carolina COST: $150,000

PROGRAM TITLE: Youth Mini-City/Job Center

PROGRAM DESCRIPTION:

The Mini-City/Job Center will endeavor to coordinate resources within the community to address the needs of youth in the areas of career information, guidance and job seeking skills, and to provide academic and economic enhancement. There are numerous young persons in Charlotte and Mecklenburg Counties who do possess neither the basic academic skills nor the access to those experiences and opportunities which will enhance their personal career development and employability.

Specifically, the Mini-City/Job Center will assist youth in overcoming the barriers between school and work by closely linking educational development with employment and skill training institutions. Further, the project will afford youth the opportunity to prepare for the real world of work through active exploration, orientation and participation in various and/or selected career fields. These efforts will assist youth in developing a career ladder which builds upward from new learning experiences and job training to skilled regular job opportunities.

STATE: North Carolina COST: $105,000

PROGRAM TITLE: Career Information System (CIS)

PROGRAM DESCRIPTION:

This project will continue the FY '78 funded development of a Career Information System for career exploration. The tasks to be accomplished in FY '79 are as follows: (1) expansion and revision of the occupational information files. In addition, further information on each occupation will be developed, including a list of the major employers in certain occupations; (2) expansion and revision of education files to include information about public and private manpower training programs (including CETA and WIN). A bibliography file will indicate sources of further information on occupations, and a financial aid file will contain information on obtaining financial assistance; (3) CIS staff will develop a training package for using the CIS, publish a newsletter, a begin work on the development of a computerized delivery system.

STATE: North Carolina COST: $60,000

PROGRAM TITLE: Research Triangle Institute (RTI)

PROGRAM DESCRIPTION:

This private non-profit consulting firm will complete a survey research project begun in FY '78 under GYETP. The project is examining the employment and educational histories and attitudes of youth using a household survey. The final stages of the project, to be funded in FY '79, involve the analysis of the data collected in FY '78, the preparation of a training package to instruct local planners in the use of the data collected, and the presentation of several statewide workshops on how to use the data developed from the survey. The contract also provides for the preparation of a final report.

STATE: Ohio COST: $150,000

PROGRAM TITLE: Work Evaluation Centers

PROGRAM DESCRIPTION:

The purpose of the project is to improve the employment potential of 600 disadvantaged youth through an internal knowledge base developed from real experiences on a variety of work samples in a standardized work situation.

Pupils will learn not only what a professional evaluation is, but they should also experience satisfaction as they complete the prescribed tasks. Trainers and job placement persons will have additional data to assist young people through skill training and on into jobs.

An innovative emphasis in this project will be the use of work evaluation data. Intake data on each client will include the name and address of every person who might benefit from using the work evaluation report (i.e., site liaison worker, welfare worker, probation officer, job placement specialist, work training coordinator, school counselor, agency counselor, skill training center teacher, classroom teacher, on-the-job training officer, employer or personnel officer, vocational school registration office, or technical school admission center).

STATE: Ohio COST: $120,000

PROGRAM TITLE: Ohio Career Information System (OCIS)

PORGRAM DESCRIPTION:

OCIS provides information concerning the current labor market, e.g., wages and salaries, job demand, and employment outlook. Training, (vocational and technical school programs), two and four year colleges, and military and proprietary schools are listed and explored. OCIS also provides information concerning scholarships, financial aid, and the world of work, (i.e., "how to get a job", "how to write a resume", "how to get a social security number", etc). In addition, OCIS also supports a toll free hot line that gives information to the general public concerning public vocational and technical school programs.

STATE: Ohio COST: $90,000

PROGRAM TITLE: Leadership Development: Moving into the Labor Market

PROGRAM DESCRIPTION:

This project will provide Six, one-day, once a month workshops sessions (two semesters per FY '78-'79) with a minimum of six hours of training.

The program is designed to increase motivation and to prepare the student for making a career choice. Applying the techniques learned in the program should make the school curriculum more relevant, helping the student to see the relationship between the academic experience and the world in which he/she lives. Students will learn to follow sequential orders, take directions and make decisions. The program will identify those elements which are successful and how to modify those elements that are not. In addition, students will attempt to understand and solve problems through role playing using real life work situations. Through career related activities, the student will read, perform basic mathematics, follow directions and develop group process skills.

STATE: Ohio COST: $23,000

PROGRAM TITLE: Pre-Occupational Evaluation/Education

PROGRAM DESCRIPTION:

It is the purpose of this project to help youth assess themselves in terms of skills and employability and to help them find suitable employment.

Participants will go through an extensive 20-step occupational evaluation using hands-on work stations developed for difficient areas. The evaluation will be administered by trained personnel to ascertain vocational strengths, weaknesses, and suitability for job placement.

Recommendations based on the evaluation are established in a joint conference between the evaluator and the work-study coordinator. It then becomes the coordinator's responsibility to carry out the recommendations to the maximum extent feasible. Referrals will be made by classroom teachers and public agencies.

STATE: Oklahoma COST: $280,000

PROGRAM TITLE: Guidance Information System (GIS)

PROGRAM DESCRIPTION:

The GIS is a testing effort to develop a statewide computerized career guidance and information system. The GIS permits access to an immense array of information relating to career choices providing educational, apprenticeship, and technical pre-requisites to such career options. The system also supplies information on the means through which such training or education might be acquired, where, how much, how long, and at what cost.

Thirty-two computer terminals (portable and fixed) have been made available at key locations thoughout the state for use by counselors and youth.

STATE: Oklahoma Cost: $55,000

PROGRAM TITLE: Career and Life Planning Program

PROGRAM DESCRIPTION:

The purpose of this program is to implement the career and life planning program for economically disadvantaged, minority and other youth in each of the five Oklahoma Extension Districts.

The seven options of the program are: (1) small group training; (2) career shadowing experiences where youth gain direct experience in the real world of work; (3) short term projects from the various shadowing experience where specific work skills will be taught; (4) resource speakers list; (5) workshops on career and life planning; (6) field trips; and (7) career exploration day. Since 4-H has over 300 projects for participants to select from in their special interest areas, these can be coupled with this program.

Each county will have a County Career Committee composed of youth, business leaders, educators, etc., a county coordinator, and core of adult and teen volunteers. All components have built-in evaluation criteria which are specifically outlined in the project proposal.

STATE: Oklahoma COST: $35,000

PROGRAM TITLE: Marting Luther King, Jr. Community Center

PROGRAM DESCRIPTION:

The Martin Luther King, Jr. Community Center's PROJECT SEEC (Social, Economic, and Ecuational Counseling) proposes to employ and train six juvenile offenders between the ages of 16 to 21 in: (1) counseling techniques, (2) inter-group relationships, (3) job procurement skills and career development techniques, and (4) operation and maintenance of closed-circuit television and related audio/video equipment and materials. Participation in these four programs is expected to enhance youth employability in the job market and serve as a deterrent to crime by providing meaningful, measurable employment and skill training.

Four youths in this program will deliver educational and economic services information to 250 economically disadvantaged youth in Logan County via job procurement and career awareness workshops, one-on-one counseling sessions with juvenile offenders, individualized career counseling, and job development sessions. Two youths will perform clerical duties at the project facility. All six youths will provide individualized tutoring to teens and pre-teens whose needs have been identified by teachers, counselors and by the intake process.

STATE: Oklahoma COST: $30,000

PROGRAM TITLE: Project EASY

PROGRAM DESCRIPTION:

Beta Sigma Omega Chapter proposes the implementation of Project EASY (Employment Awareness Serving Youth) to help economically disadvantage youth in the following areas: to develop an awareness of career opportunities and job possibilities; and to provide basic career information and assistance in career selection.

Through workshops and extended activities in selected communities, the project will seek to motivate and arouse enthusiasm through exploration of career areas by involving persons in various private and public vocations to work with youth; bring these youth in direct contact with these vocations through visitations to businesses and industry; and assist youth in identifying an area of personal interest.

STATE: Oregon COST $50,000

PROGRAM TITLE: Alternative Youth Employment Program

PROGRAM DESCRIPTION:

This program will provide job counseling and employability planning for out-of-school minority youth in the Portland metroplitan area.

STATE: Pennsylvania COST $149,581

PROGRAM TITLE: PENN Script

PROGRAM DESCRIPTION:

The project provides updated occupational information and career guidance information to prime sponsors and local educational units. Monthly reports to local educational units and prime sponsors assure cooperative and coordinative efforts in providing counseling and career guidance to eligible youth. All compiled information will be distributed to prime sponsors and local education agencies without reimbursement.

STATE: South Dakota COST: $52,000

PROGRAM TITLE: 4-H View Project

PROGRAM DESCRIPTION:

This is a model project to test the availability and use of computerized career information to Youth in a rural county of South Dakota. This project will test whether or not making this information available, through the use of a computer terminal, is not only feasible but a valuable tool that would be utilized by rural youth.

STATE: Vermont COST: $50,000

PROGRAM TITLE: Occupational Information System (OIS)

PROGRAM DESCRIPTION:

OIS was funded to provide labor market and occupational information to out-of-school youth and local education agencies. CETA youth employment and training program participants are given first consideration, although non-CETA eligible youth may also utilize OIS.

A clearinghouse of occupational materials--varying from books and bound papers to filmstrips, cassette tapes, slide presentations and transparencies--will be expanded in FY '79 to include a mobile outreach unit. A catalogue of available materials has been developed and distributed to all interested agencies, including local program operators, libraries, education agencies and other youth related services agencies.

All materials are previewed by YETP participants and staff and selected for use based on relevancy to youth living in a rural region and to the local job market.

A statewide dissemination system has been developed utilizing the ten local Champlain Valley Work and Training Program offices.

STATE: Washington COST: $42,000

PROGRAM TITLE: Washington Occupational Information System (WOIS)

PROGRAM DESCRIPTION:

The WOIS project will improve occupational information disseminated to youth for the purpose of career selection by: providing WOIS materials to 64 YETP sites and local educational agencies; making available training guides (concerning 1979 system revisions) to YETP staff and basic training workshops, as necessary; and providing additional training for professional growth to CETA staff involved in career planning and assessment.

STATE: Washington COST: $7,500

PROGRAM TITLE: State Economic Development Data

PROGRAM DESCRIPTION:

This project provides for a research specialist to survey sources of economic development data in Washington State from the government and the private sector. The data will be disseminated to local prime sponsors for utilization in their planning process. Workshops will be conducted to assist the prime sponsors in obtaining, interpreting and using the data.

STATE: West Virginia COST: $74,373

PROGRAM TITLE: Career Planning and Placement Center

PROGRAM DESCRIPTION:

The Center plans to expand the current, limited career counseling, job-seeking skills, activities, and placement services for youth. Efforts have been started by the Education/Work Council to enlarge and update the Manpower Needs Survey and to increase the number of youth involved in the analysis of unemployed youth. The Center will also increase the awareness of local employers concerning the employment needs of youth; inform large numbers of unemployed youth about how to obtain employment; and assist those CETA-eligible groups in obtaining employment.

In addition, the Center will administer vocational aptitude testing to clients; provide referrals to already existing training programs and services in the area; offer job skill development; and provide up-to-date information on job openings for youth in the area.

STATE: Wisconsin COST: $37,500

PROGRAM TITLE: The Wisconsin Career Information System (WICIS)

PROGRAM DESCRIPTION:

WCIS is a comprehensive career information system containing information on occupations; education and training institutions; sources of financial aid; descriptions of various institutions, agencies and associations; and comprehensive references to other sources of information. WCIS will also provide methods for relating interests, aptitudes, and work-related preferences to various occupational opportunities. WCIS is a comprehensive career planning and decision making tool.

ADDENDUM III.C.

PROGRAMS ESTABLISHING COOPERATIVE ARRANGEMENTS

BETWEEN STATE AND LOCAL INSTITUTIONS

STATE: Florida COST: $60,000

PROGRAM TITLE: Parent In Education

PROGRAM DESCRIPTION:

The Opportunities Industrialization Center is a service-oriented project designed to provide a safer school environment within five target junior high schools servicing 2,000 students. The project will provide an opportunity for parents, educators and students to seek, develop and implement methods of dealing with problems of truancy, class cutting, violence and vandalism. The project will employ parents/counselors who receive AFDC to monitor these disruptive activities and to counsel the problem students. These parents/counselors are responsible for home visitation of parents who the schools have identified as non-responsive to conferences with school officials. In addition, the parent/counselor will accompany troubled youth to court in absence of the father and/or mother.

STATE: Hawaii COST: $500

PROGRAM TITLE: Hawaii State Conference on Career Education

PROGRAM DESCRIPTION:

The Governor's Youth Program participated in the Hawaii State Conference on Career Education held on November 24, 1978. The objective of the conference was to provide participants from education, business, labor, and government the opportunity to: (1) become familiar with current career education programs throughout the nations; (2) learn of the status and development of career education programs in Hawaii; (3) emphasize the career education partnership of education, business, labor and government; and (4) develop specific recommendations for integration among the four groups. A conference report will be distributed within the state to promote the recommendations of the participants.

STATE: Hawaii COST: $32,000

PROGRAM TITLE: Campus Career Counseling Project

PROGRAM DESCRIPTION:

In a recent statewide career education needs survey conducted by the State Department of Education, results showed that students, teachers, counselors, school administrators, and parents felt career education was of high importance. The active cooperation of the community (business, labor, and parents) was also rated very high, although, many surveyed felt this active cooperation was presently almost non-existent.

The primary objective of the Campus Career Counseling Project will be to increase job-related contact among businessmen in the community, educators and students, and to assist youth in developing strategies and approaches to seeking employment.

The project will provide students with a planned sequence of activities to help them in the transition from school to work. Special emphasis will be on helping the disadvantaged individual with career exploration, preparation and placement.

Upon completion of the project, students in the participating schools will increase their knowledge of occupations, job-related vocabulary, educational or training preparation needed for employment, and work behavior expected by employers.

STATE: Idaho COST: $25,000

PROGRAM TITLE: Cross-Staff Training Program

PROGRAM DESCRIPTION:

Funds from this grant will be used to develop and conduct multi-media workshops for secondary school personnel and Department of Employment CETA representatives statewide. These workshops explain the dual responsibility of education and employment and training personnel to solve the problems of school-to-work transition.

STATE: Illinois COST: $108,364

PROGRAM TITLE: Project GOALS (Guidance of Occupational Alternatives Liaison Services)

PROGRAM DESCRIPTION:

Project GOALS will provide secondary schools with a CETA youth advisor who will serve as a liaison between the schools, the Youth Job Service (an already established CETA program, cooperatively operated with the Illinois State Job Service), and the Region II Career Guidance Center. One youth advisor will be stationed in each school and will be available to students during lunch hours and free periods to provide career information and resources, as well as to explain the Youth Job Service. The advisors will be available to the cooperative education teachers and counselors to provide information on current local youth employment opportunities and trends.

Project GOALS is designed to interface the efforts of the school and community into a working model that will set the stage for a comprehensive career education effort integrated into the curriculum for all youth in the Greater Rockford area.

STATE: Massachusetts COST: $15,000

PROGRAM TITLE: Governor's Youth Conference

PROGRAM DESCRIPTION:

The conference format will combine two different approaches to problem solving. Structured workshops will be developed around six identified problems in the employment and training system to provide a forum for the discussion of possible solutions. The regional caucuses, will be informal in order to allow for business and education to develop linkages and work together with other members of the employment and training system within state regions.

The combination of problem solving workshops with the development of long range linkages through regional caucuses will serve as building blocks for the future. Hopefully, the conference will encourage interest and commitment to the youth of the Commonwealth and will implement the youth action plan. The conference should increase interest among the participants to further pursue, on a local regional and statewide basis, ways to make the youth employment and training system more responsive to the needs of everyone involved.

STATE: Minnesota COST: $60,000

PROGRAM TITLE: Rural Minnesota CEP-Youth Placement Service

PROGRAM DESCRIPTION:

This project will be a concerted effort on the part of rural Minnesota CEP, the State Job Service, the Department of Corrections, educational agencies and six participating school districts to eliminate duplication of effort in youth job placement, to end employer confusion over work programs for youth, to structure a coordinated work-training project for youth, and to structure a coordinated work-training project with existing educational programs. This project is intended to increase the effectiveness of existing programs and approaches to youth employment and to integrate them with on-going CETA programs. It is further intended to test the effectiveness of using a consolidated approach to job placement in order to make an impact on the employability of youth with severe employment barriers.

STATE: Missouri COST: $30,000

PROGRAM TITLE: Public Awareness Program for Emphasis on Youth between State and Local Institutes

PROGRAM DESCRIPTION:

This program will develope a mechanism to involve the private sector in training assignments for youth, public awarness, knowledge development and planning designs process of action

STATE: Pennsylvania COST: $60,000

PROGRAM TITLE: YETP Services for Handicapped Youth

PROGRAM DESCRIPTION:

The program seeks to coordinate existing state services with those of prime sponsors. It provides in-school handicapped youth with career exploration, mobility training, a variety of OJT experiences, and job placements. Academic credit is awarded for the experiences through a cooperative effort with the Department of Education.

STATE: Pennsylvania COST: $30,000

PROGRAM TITLE YEDPA Coordination Project

PROGRAM DESCRIPTION:

The purpose of the project is to coordinate efforts between the Department of Education, prime sponsors, and educational institutions for the effective operation of YEDPA on the state level.

The project provides for information, technical assistance, and workshops to assist education agencies and prime sponsors in the planning and implementation of programs under YEDPA, Emphasis is placed on granting academic credit for work experience.

STATE: Puerto Rico COST: $727,667

PROGRAM TITLE: Education-Manpower Program

PROGRAM DESCRIPTION:

Through an experimental cooperative arrangement with LEAs, prime sponsors and other agencies, in-school youth are provided work-experience opportunities and services to ease their school-to-work transition. The project serves as a laboratory for reform for the basic school-to work transition system with the purpose of influencing policy and, hence, reform.

STATE: Pureto Rico COST: $306,190

PROGRAM TITLE: In-Plant Training Program to Develop the Optimum Degree of Specialization in Vocational and Technical Students

PROGRAM DESCRIPTION:

A program of in-plan training for high school seniors supplies the optimum of specialization for vocational and technical students to facilitate their incorporation into the work force. This project, which has achieved a relatively successful placement rate under less controlled circumstances, will be carefully structured to include the support of the unions, the DOE, and the OFSCPD to determine the degree to which this approach can insure a smooth "universal transition" from school-to-work.

STATE: Rhode Island COST: $43,000

PROGRAM TITLE: Academic Credit Evaluation Report

PROGRAM DESCRIPTION:

This project will evaluate the criteria utilized by the formal educational community to accredit training programs on the secondary level. Rhode Island College will evaluate several youth programs sponsored by the two Rhode Island prime sponsors. This project will enable CETA prime sponsors to design youth programs that can be certified by the edcuational community as worthy of academic recognition, and will allow individuals enfolled in these projects to be awarded academic credit for their successful participation

STATE: Washington COST: $11,000

PROGRAM TITLE: SPS/DJR Coordination Project

PROGRAM DESCRIPTION:

The Coordination Project between State Prime Sponsor (SPS) and the Division of Juvenile Rehabilitation (DJR) acquaints DJR staff with CETA programs and how to best utilize and integrate them as a resource for their clients. Additionally, it provides for the training of CETA Prime Sponsor and contract staff on the impact of the Juvenile Justice Act (HB 371), the responsibilities of the Division of Juvenile Rehabilitation toward juvenile offenders, and the different programs available to their clients.

Training is accomplished through workshops in each of six regions of the state.

STATE: Washington COST: $15,000

PROGRAM TITLE: Coordination of Youth Employment Programs Project

PROGRAM DESCRIPTION:

The purpose of this project is to develop ways to improve cooperation, communication and referral between youth, private sector employers, job developers and other agencies to place youth in jobs. Activities of this project will include: (1) the identification of agencies that engage in programs placing youth in private sector jobs; (2) the identification of barriers that impede ways in which job developers and agencies servicing youth coordinate their efforts; (3) the development of a process for improving cooperation, communication and referral of youth by job developers to private employers; and (4) preparation of a final report summarizing the project's findings and outcomes. This report will be distributed to both prime sponsors and job placement agencies throughout the state.

STATE: West Virginia COST: $264,697

PROGRAM TITLE: WIN/YETP Project

PROGRAM DESCRIPTION:

The West Virginia Department of Welfare believes that WIN youth and youth involved in the Juvenile Justice System are at a distinct disadvantage in obtaining permanent employment because of their low socio-economic status and their families' histories of welfare dependency. To offset this disadvantage, the Department of Welfare provides pre-employment services, and employment experience to those youth presently registered for WIN in their last year of high school or who have dropped out of school. Youth are provided assessment, work experience, or vocational exploration in private business. Youth may also participate in on-the-job training.

ADDENDUM III. D.
EXPANDED OR EXPERIMENTAL
APPRENTICESHIP PROGRAMS

STATE: Alabama COST: $144,530

PROGRAM TITLE: Pre-Apprenticeship Training

PROGRAM DESCRIPTION:

The primary objective of the project is to provide comprehensive manpower services necessary for unemployed, disadvantaged youth to secure and retain employment in an apprenticeable trade. These services include, but are not limited to, outreach, orientation, basic education and on-the-job training. The program operator provides basic education for participants with the goal of achieving a GED certificate necessary to consideration for acceptance in most apprenticeable trades. This program was recommended by the Alabama Labor Council AFL-CIO with the AFL-CIO Appalachian Council and coordinated with the Joint Apprenticeship Training Committees of each construction craft union. The project has also been approved by the Building Trades Council.

STATE: Alabama COST: $94,548

PROGRAM TITLE: Trade and Personal Development Skills for Disadvantaged Youth

PROGRAM DESCRIPTION:

The State Community College conducts a 3-month course in fundamentals of brick laying coupled with counseling and general education development. Upon successful completion of the course, youth participate in on-the-job training as apprentice brick layers with both union and non-union private sector building contractors. During the ensuing 6-month period, Calhoune State Technical College provides four hours a week of night class training in brick masonry that allows the participant to be employed as an apprentice brick mason. This program has been coordinated with concerned labor unions in the area and has been approved, in concept, by them.

STATE: Arizona COST: $47,827

PROGRAM TITLE: Carpenter Pre-Apprentice Program for Youth

PROGRAM DESCRIPTION:

This program will operate two 8-week training programs to train 18 youths in pre-apprentice carpentry. Twenty percent of the participants are targeted to be women. There is a 77% placement rate with entry-level wages set at $5.50 per hour.

STATE: Connecticut COST: $86,793

PROGRAM TITLE: Apprentice Training Division/Scholarship Program

PROGRAM DESCRIPTION:

To maximize the delivery of client services in the community colleges, the "Apprenticeship Studies Program" of the Apprentice Training Division shall offer scholarships to youth exiting that program.

Scholarships can be in the form of subsidy of training costs to those enrolled in apprenticeship or on-the-job training, starter tools or training aids. Participation in the Scholarship Program shall be concurrent with job-related classroom instruction.

STATE: Florida COST: $333,521

PROGRAM TITLE: Apprenticeship Training Project Model "Youth Work Exploration"

PROGRAM DESCRIPTION:

The Florida State AFL-CIO operates a program to increase the percentage of economically disadvantaged blacks and female youth in registered apprenticeship programs. Out-of-school youth aged 16 to 21 receive classroom training, on-the-job training, and skill development to meet the requirements for registering in the administrative clerical occupation as an apprenticeship training program. This new occupation will be registered with the State Bureau of Apprenticeship, Federal Committee of Apprenticeship and approved by the Florida Joint Apprenticeship Council. An information package will be disseminated to prime sponsors, organized labor, educational agencies and other employment and training agencies on how to design and implement the model training concept.

Counseling is provided on a monthly basis and/or as needed. Transportation and child care support services are also provided.

STATE: Florida COST: $156,200

PROGRAM TITLE: Apprentice Information and Referral Project "Youth Work Evaluation"

PROGRAM DESCRIPTION:

This project provides economically disadvantaged minority youth and females, aged 16 to 21, with information and services designed to expose them to employment opportunities in skilled trades. A booklet describing all apprenticeship programs in the state by industry, occupation, and location, as well as the requirements and procedures for entry into individual programs is distributed to project participants.

Seminars for area guidance counselors and occupational specialists will be conducted. Three Information and Referral Centers are located in north. central and south Florida. These centers coordinate mini-workshops for interested schools in their area. A total of 60 participants will be referred to the AFL-CIO for placement in existing apprenticeship programs. Participants failing to meet the requirements for apprenticeship training will be given transition services before being referred for supportive services.

A report that identifies barriers to black and female youth participate in Florida apprenticeship programs and methods for their removal will also be prepared under this grant.

STATE: Florida COST: $23,800

PROGRAM TITLE: Apprenticeship Information

PROGRAM DESCRIPTION:

The Florida VIEW (Vital Information for Education and Work) project provides an estimated 250,000 secondary students with information on over 200 apprenticeship programs. A deck of microfiche and aperture cards detailing Florida's apprenticeable careers are available to youth. The program plans to make three public service announcements for television in an effort to expose youth to data on apprenticeship programs. Project staff is providing technical assistance to the Florida A. Philip Randolph Human Resource Center, Florida occupation specialists and guidance counselors, Florida prime sponsors and the Florida State Employment Service. Periodically, this information will be updated by collecting wage and program data from the Bureau of Apprenticeship, collecting supply and demand data from the Florida State Employment Service, (Division of Vocational Education) and rewriting each script to provide for the continuance of apprenticeship information.

STATE: Georgia COST: $200,000

PROGRAM TITLE: Youth Career Employment Opportunities

PROGRAM DESCRIPTION:

The program objectives are to promote job sampling through exploration of vocational skills related to construction and to prepare participants for entry-level employment through constructive on-the-job training. The project will eventually enable youth to secure unsubsidized employment in both the public and private sector and prepare participants for apprenticeships in organized labor areas.

STATE: Illinois COST: $32,484

PROGRAM TITLE: Building Trades Exploration Project

PROGRAM DESCRIPTION:

The project will provide classroom sessions and on-site observations of building trades. Each participant will be involved in a 5 week program, with each week devoted to a different trade. Instruction and supervision will be provided by journeymen from the trades. The project is to operate in a five county area of Balance of State Region 12.

The expected outcomes of the project include participants' exposure to the trades as well as an increased awareness of vocational choices. In addition, efforts will be made to coordinate the building trades program with existing youth-oriented CETA programs, as well as to increase the number of available applicants for the trades' apprenticeship programs by 10%.

STATE: Indiana COST: $104,184

PROGRAM TITLE: Energy Conservation

PROGRAM DESCRIPTION:

The program will upgrade and weatherize substandard housing, provide work experience, career exploration, classroom training, and on-the-job training to out-of-school, unemployed youth and offer entry into the carpentry pre-apprenticeship program.

The OJT will be performed under a journeyman carpenter and classroom training under the supervision of an instructor/counselor, one goal of the program is to establish a curriculum of academic courses needed for entrance into the Building Trades Pre-Apprenticeship School. The program will also provide an opportunity to place women in non-traditional manpower jobs.

STATE: Indiana COST: $91,402

PROGRAM TITLE: Pre-Apprenticeship and Training Program

PROGRAM DESCRIPTION:

This program is designed to prepare YETP-eligible youth for apprenticeship and trainee positions within the building trades and local industry. Local building trades personnel and private contractors will be actively involved with the program via direct supervision of program participants during the 4-week field work experience practicum. Program instructors will be selected by an advisory group from the construction industry. The make-up of this advisory group will have concurrence with the St. Joseph Valley Building Trades. Involvement of local building trades personnel will be further assured by virtue of the commitment of 42 apprenticeship and trainee slots for individuals completing the program.

STATE: Indiana COST: $74,962

PROGRAM TITLE: Opticianry Pre-Apprenticeship Project

PROGRAM DESCRIPTION:

This program will test the need for an opticianry pre-apprenticeship project for youth. The following activities and services will be provided: pre-apprenticeship training during June, July and August, for 60 students who will be paid $2.65 per hour based on a 3½ hour day and a 17½ hour week; 30 participants will attend a morning session and 30 will attend the afternoon session; in September 1978, 30 students return to high school to participate in a co-op education program consisting of half-time work (4 hours of OJT a day); approximately 350 apprenticeship hours will accrue to each participant per semester. Currently, there is no opticianry pre-apprenticeship program for disadvantaged youth.

STATE: Iowa COST: $54,000

PROGRAM TITLE: Apprenticeship Information Program

PROGRAM DESCRIPTION:

This program will inventory current apprenticeship programs within Waterloo; increase the number of females applying for apprenticeship programs by 50%; learn ways to improve current apprenticeship programs; and prepare 45 youth for entry into an approved apprenticeship training program. A contract has been developed with the Waterloo Chamber of Commerce to provide a pre-apprenticeship training program within the United Auto Workers Union of John Deere, Inc.

STATE: Kentucky COST: $130,000

PROGRAM TITLE: Apprenticeship Development

PROGRAM DESCRIPTION:

This is a pre-apprenticeship program for youth between the ages of 18 and 22. This program will demonstrate that youth can be trained in the skilled trades area and become a viable commodity in the labor market.

STATE: Maine COST: $75,000

PROGRAM TITLE: Pre-Apprenticeship Training for Women (WINTAO)

PROGRAM DESCRIPTION:

WINTAO was designed to test the feasibility of involving prime sponsors in apprenticeship activities coordinated by the State Apprenticeship Council and the Bureau of Apprenticeship Training. The program provides pre-apprenticeship training for women aged 18 to 21 in non-traditional occupations such as electrical and electronic technician, machinist, heavy equipment operator and welder. The private sector has been instrumental in selecting these occupations for training and setting parameters for instruction.

A combination of personal capacity building and occupational training activities are utilized to prepare, train and sustain women in this program. Major program activities include vocational training, job sampling, on-the-job training and para-vocational exploration. A variety of services are stereotyping, job development, wilderness/physical development, testing and assessment.

Employer seminars are conducted to develop their awareness of the benefits and competencies of women seeking employment in apprenticeship and non-traditional occupations.

STATE: Maryland COST: $225,000

PROGRAM TITLE: Prince George's County Pre-apprenticeship Training Project

PROGRAM DESCRIPTION:

This project provides classroom training to forty youth in two 6 month training cycles. Youth will work on homes being rehabilitated by the county that will eventually be sold to low income families.

STATE: Massachusetts COST: $57,110

PROGRAM TITLE: OP-EN PARC II

PROGRAM DESCRIPTION:

To foster better collaboration and cooperation among CETA prime sponsors and local labor unions, the SETC planned, developed, and funded a pre-apprenticeship training project known as OP-EN PARC in conjunction with the Hampden County Manpower Consortium (HCMC) and the International Union of Operating Engineers Local 98 (IUOE). The program is designed to provide labor intensive training and experience to youth and, at the same time, to aid development of public recreation facilities. The program's goal is to increase the representation of minorities registered as apprentices in IUOE Local 98 located in Springfield.

STATE: Minnesota COST: $154,958

PROGRAM TITLE: Partners for Strong Neighborhoods

PROGRAM DESCRIPTION:

Hennepin County intends to establish twelve job slots, eight for carpenter apprentices and four for painter apprentices. State funds shall subsidize nine apprentice slots for the 12-month period. Those selected as participants in this program shall receive basic education skills training and on-the-job training in their respective trades. Recruitment will be conducted through the LEAP program as administered by the Minneapolis Building and Construction Trades Council. Emphasis will be placed on recruiting suburban county residents between the ages of 18 and 21. If sufficient numbers of applicants are not attracted in suburban Hennepin County, other metropolitan area residents may be considered.

The participants will rehabilitate existing housing stock in north Minneapolis under the direction of trades journeymen employed by the Greater Metropolitan Minneapolis Housing Corporation (GMMHC), a non-profit organization. The GMMHC will provide all materials, training and administrative services. CETA funds shall be used solely for participant wages and fringe benefits.

STATE: Missouri COST: $117,130

PROGRAM TITLE: Career Development

PROGRAM DESCRIPTION:

This program provides for career development planning to determine career interest. Through a managing partners arrangement between business and industry job sampling, apprenticeship will be set up. Placement assistance will also be offered.

STATE: Missouri COST: $133,310

PROGRAM TITLE: Skills Training

PROGRAM DESCRIPTION:

This program provides for 30 eligible out-of-school youth to receive training in ABE, GED, Data Entry and Building Trades through apprenticeship training in building and construction trades. A positive termination rate of 85% is projected and placement assistance will be provided.

STATE: New Jersey COST: $266,500

PROGRAM TITLE: Tool and Die Pre-Apprenticeship Program

PROGRAM DESCRIPTION:

The New Jersey Tool and Die and Precision Machinery Association established a training facility geared to provide pre-apprenticeship training for tool and die makers and machinists. Successful training will be followed by enrollment in a formal 4-years apprenticeship program.

The program is a joint Governor's 5% Youth Grant/prime sponsor cooperative program, with the Employment Service as project coordinator. The Governor's Youth Grant has been utilized in the startup phase of the program while prime sponsors funds carry participant and operational costs.

The expected benefits of the program will be to assist in (1) providing entry for minorities and the disadvantaged into high-paying, high-skilled apprenticeable occupations, (2) providing for cooperation between state and local CETA agencies, and (3) developing information on training in the metal trades to help vocational facilities better meet the needs of the industry in the future.

STATE: Oregon COST: $58,000

PROGRAM TITLE: Apprenticeship Information and Application Program

PROGRAM DESCRIPTION:

This program will obtain and disseminate information concerning the apprenticeable trades to minority youth in the Portland metropolitan area. Activities will inlcude identifying apprenticeship trades with a high number of training opportunities, identifying apprenticeship requirements for admission and application by trade, and disseminating apprenticeship information and requirements to a minimum of 300 youth, aged 16 to 21.

STATE: Pennsylvania COST: $293,723

PROGRAM TITLE: Apprenticeship Training

PROGRAM DESCRIPTION:

The program will outreach apprenticeship information, counseling, remedial education, classroom training and plcaement in the apprenticeship trades to eligible youth.

STATE: Pennsylvania COST: $75,000

PROGRAM TITLE: Medical/Secretarial Apprenticeships

PROGRAM DESCRIPTION:

The program will provide participants with classroom training, OJT, counseling and career development at a registered apprentice site. The program will institute a model apprenticeship program in the recently recognized apprentice trade of medical/secretarial occupations.

STATE: Pennsylvania COST: $37,500

PROGRAM TITLE: Apprenticeship Project

PROGRAM DESCRIPTION:

The purpose of this project is to expand and coordinate apprenticeship efforts among prime sponsors, AFL-CIO, Governor's Youth Council and the U.S. Department of Labor in developing apprenticeship efforts.

STATE: Washington COST:

PROGRAM TITLE: Apprenticeship Task Force

PROGRAM DESCRIPTION:

The Youth Employment Committee of the SMSC has an Apprenticeship Task Force, comprised of members from labor, management, education, local prime sponsors, and various state and federal agencies that work with apprenticeship. The goals of the Task Force are to: (1) develop an education and training package to be distributed to local joint apprenticeship and training committees which explains CETA and gives examples of ways in which CETA may relate to apprenticeship programs; (2) provide outreach, information and referral to apprenticeship programs to low-income youths, particularly women and minorities; and (3) cooperate with the Department of Labor and Industries Apprenticeship Division in the development of apprenticeship opportunities in industries where they do not currently exist.

STATE: Wyoming COST: $27,500

PROGRAM TITLE: Bricklayer Apprenticeship Program

PROGRAM DESCRIPTION:

A portion of Governor's Youth Grant funds will be utilized to assist the Bricklayer Apprenticeship Program in the state. A coordinator will be provided to standardize and update operating procedures; standardize lesson materials; familiarize the Joint Apprenticeship and Training Committee for three bricklayer unions on Equal Opportunities Act and Federal regulations regarding the selection and testing of applicants; establish communications with suppliers, contractors and community colleges; and assist in effectuating affirmative action programs, including outreaching minority applicants.

ADDENDUM III. E.

MODEL EMPLOYMENT AND

TRAINING PROGRAMS

STATE: Alabama COST: $140,000

PROGRAM TITLE: Youth Job Readiness Project

PROGRAM DESCRIPTION:

Program participants are referred for training in a 6-week intensive program as paraprofessional employees in the Mental Health Department. Training consists of an initial orientation; training modules on physical care, observation and communication; treatment and/or developmental approaches; behavior modification/management; concepts of mental retardation/mental illness; drug therapy; and management of emergencies. Upon completion of training, the Department of Mental Health will employ participants as job openings become available and the State Employment Service will refer them to hospitals and nursing facilities in their home areas.

STATE: Alabama COST: $70,000

PROGRAM TITLE: Human Resources Development Center
Tuskegee Institute

PROGRAM DESCRIPTION:

The project provides occupational exploration and work experience for rural youth in carpentry, auto mechanics, day care, masonry and welding occupations. The goal of the project is to place at least one-half of the participants in unsubsidized work.

STATE: Alabama COST: $49,436

PROGRAM TITLE: AEMMC Youth Resource Center

PROGRAM DESCRIPTION:

A Youth Resource Center was established in FY '78 in part with Governor's Youth Grant funds. The primary goal of the Center is to provide assistance to youth to enable them to effectively compete in the job market. Participants are provided an opportunity to develop, improve and use communication and job seeking skills, and sample a wide range of occupational activities.

Four major learning settings comprise the Career Exploration Component of the Youth Resources Center: Job Survival Skills Component, Career Awareness Laboratory, Vocational Evaluation Learning Laboratory, and Computerized Career Information Laboratory.

STATE: Arizona COST: $99,000

PROGRAM TITLE: In-school Youth Program

PROGRAM DESCRIPTION:

The Governor's Youth Program is contracting with the Department of Education to provide an in-school youth program. The Department of Education will subcontract with the Pima County School District and with the Mesa Community College to provide an employment and training program.

Pima County School District will provide 60 eligible handicapped youth with employment training, counseling and placement.

Mesa Community College will design an in-school handicapped youth training guide. This guide will describe curriculum content, teaching instructions, audio-visual materials and evaluation techniques. The guide will also contain a section on program techniques including information on recruitment, testing and evaluation, individual career planning, career and vocational counseling, job development and placement and program evaluation.

STATE: Arizona COST: $96,664

PROGRAM TITLE: Bostrom Alternative Center CETA Youth Program

PROGRAM DESCRIPTION:

This program will provide 150 handicapped and ex-offender youth with skill training to enter the work force, to return to school (if they have dropped out), or to stay in school and complete their education. Participants will receive in-depth counseling throughout the training program.

STATE: Arkansas COST: $119,124

PROGRAM TITLE: Program of Employment and Employability Development

PROGRAM DESCRIPTION:

This program is directed toward increased employment as well as preparation for later employment through training in carpentry, painting and landscaping. Real work experience coupled with classroom training strikes a balance between immediate employment and long-term employability development. Support services as necessary will also be provided. The target youth groups will be the disadvantaged and ex-offenders.

STATE: California COST: $241,838

PROGRAM TITLE: Youth Project Proposal

PROGRAM DESCRIPTION:

This program provides training and work experience for CETA-eligible youth in the manufacture and installation of solar energy products (e.g., solar panels for space and water heating and photovotaic displays to demonstrate the conversion of light into electrical energy). The manufactured solar space and water heating products will either be sold for the cost of materials to other CETA programs operators (e.g., Proteus in Visalia) for use in their solar-based projects, or will be installed in low-income housing in the San Bernardino County. While the majority of successful participants will be placed in machinist and construction jobs, one significant result of this project should be the development of a viable, solar-based production plant with the potential to provide jobs to area low-income residents.

STATE: California COST: $58,184

PROGRAM TITLE: Tahoe Youth Employment Service Program

PROGRAM DESCRIPTION:

This project provides specialized employment services for low-income youth including career information and job placement in the community. In addition, specialized services will be offered to youth in resume preparation and employment interviewing techniques. Informational materials, including videotapes, have already been developed to instruct and familiarize youth in the job search process.

STATE: California COST: $68,642

PROGRAM TITLE: Continuation High School Employment and Training Placement Programs

PROGRAM DESCRIPTION:

This project provides intensive educational and career counseling for 50 low-income continuation school students. As a motivational tool to keep these students in school, employment is offered on a part-time basis. On-the-job training in full-time jobs is offered for those not in school.

STATE: California COST: $70,177

PROGRAM TITLE: On-the-Job Training for Youth

PROGRAM DESCRIPTION:

This program will develop 30 OJT slots with private employers for youths who have completed CETA training programs and for whom other job development attempts have proved unsuccessful. The Participants are referred to Employment Development Divisions (EDD) from the CETA prime sponsor. EDD then develops or refers participants to such OJT slots as machinist, offset press operator, auto body repair, and appliance services trades.

STATE: California COST: $106,329

PROGRAM TITLE: Community Services Work Experience

PROGRAM DESCRIPTION:

This project will provide skill training for 24 minority youth and ex-offenders in occupations related to wildlife. The project combines classroom instruction with rescue operations for endangered animals that inhabit the Suisun Marsh.

STATE: California COST: $109,455

PROGRAM TITLE: Youth Employment and Training Program

PROGRAM DESCRIPTION:

Closely allied to this project is an OJT program in the private sector which will provide 50 out-of-school youth with training in private business in such occupations as clerical, machine trades, and transportation.

STATE: California COST: $325,494

PROGRAM TITLE: Project RAYS

PROGRAM DESCRIPTION:

This project will provide basic education, work-related social skills and job training to 145 Long Beach youth. Project emphasis is on providing assistance to youth who have failed in the traditional education setting. Personal and family counseling will be stressed.

STATE: California COST: $161,243

PROGRAM TITLE: Youth Employment and Training Program

PROGRAM DESCRIPTION:

The Yolo County Superintendent of Schools is attempting to discourage youth from dropping out of school to pursue seasonal farmwork. This will be accomplished by providing 34 youth with the opportunity to earn money through part-time employment while they remain in school. Participants will not be eligible to work on days when they miss school; thus, the program will act as an incentive to prevent youth from dropping out.

STATE: California COST: $212,728

PROGRAM TITLE: Vocational Education Training Program

PROGRAM DESCRIPTION:

This project is designed to offer work experience and private sector on-the-job training to 300 low-income youth between the ages of 16 and 21, and to serve as an incentive to them to remain in or return to school. Each youth will receive skill training in a classroom setting, and then move into part-time work experience and/or on-the-job training. Youth will receive career counseling provided by Colton Unified School District in cooperation with the San Bernardino Employment Development (EDD). The central idea behind this cooperative venture will be to provide exposure to the "rural world" of work while in school and to utilize EDD's resources in looking for jobs. The project also provides the opportunity for EDD job developers get involved with the youth from the onset of training and to develop jobs which relate to the skill training of individual youth.

STATE: California COST: $367,774

PROGRAM TITLE: CCC (California Conservation Corps)

PROGRAM DESCRIPTION:

This project is providing services to facilitate the participation of disabled youth in the standard California Conservation Corps program. Both the Department of Rehabilitation and the Employment Development Department will refer 66 disabled youth to the program. The project will also enable the California Conservation Corps to identify and remove barriers to the participation of the disabled in normal activities.

STATE: California COST: $244,925

PROGRAM TITLE: Medical/Dental Training Programs

PROGRAM DESCRIPTION:

This training program will ultimately serve 90 Native Americans out-of-school youth, aged 16 to 21, in a classroom training setting. Training will cover medical insurance billing, dental chairside assisting, remedial math, English, spelling, communications and preparation for passing of the high school equivalency exam. A 30-day internship followed by subsequent placement in a job utilizing acquired skills in the public and private health delivery systems.

STATE: California COST: $255,113

PROGRAM TITLE: On-th-Job Training and Health Carriers

PROGRAM DESCRIPTION:

This program provides on-the-job training for 100 low-income youth in Sonoma County. Santa Rosa EDD contracts with public and private employers in health and other demand occupations will provide the OJT.

STATE: California COST: $376,367

PROGRAM TITLE: COPE/Cooperative Occupational Programming Employment

PROGRAM DESCRIPTION:

This project will provide classroom training, work experience and on-the-job training with private-for-profit employers to 150 youth. The recruiting emphasis is on limited English-speaking youth. All youth must remain in or return to school in order to participate in the program. The program is designed to couple calssroom training, which will teach remedial English, math and other skills to correct job-related deficiencies, with the skill needs of private employers. The participants will receive the minimum wage rate while working. Each student will receive individualized counseling and assessment of career interests and abilities. The goal is for each participant to learn the skills necessary for unsubsidized employment in their chosen occupation.

STATE: California COST: $237,332

PROGRAM TITLE: Youth Employment Program

PROGRAM DESCRIPTION:

This program will provide school dropouts and dropout-prone youth with a combination of services including counseling, testing, paid work experience, classroom training, or on-the-job training, as an incentive/support for completion of high school or qualification for high school equivalency certificate.

STATE: California COST: $667,697

PROGRAM TITLE Youth Construction and Renovation Training Program

PROGRAM DESCRIPTION:

Funds are currently being utilized to provied 129 youth, primarily ex-offenders and high-school dropouts, with work expereince in the construction and building industry. Youth are under the supervision of, and receive training from skilled union craftspersons. Participants will rehabilitate housing units for low-income and elderly residents. It is anticipated that many youth participating in this project will enter construction trade apprenticeship programs, or return to school.

STATE: Colorado COST: $39,750

PROGRAM TITLE Limon College East Central BOCES

Two job developers will be hired under this project to secure positions for handicapped youth in the public and private sectors. Participants are provided work experience, transportation to and from site, as well as other supportive services.

STATE: Colorado COST: $35,000

PROGRAM TITLE: Dropout Program

PROGRAM Description:

This project provides summer work experience for youth who have dropped out of school and have no means of support.

STATE: Colorado COST: $25,000

PROGRAM TITLE: Rocky Mountain Environmental Program

PROGRAM DESCRIPTION:

Rockwell International and the Energy and Environmental Center will combine the talents and abilities of industry, government and education in the recruitment, training and placement of disadvantaged, unskilled persons in high-paying skilled and technical jobs. Training is provided in the areas of chemical operator, machinist and waste water treatment personnel.

The activities provided will include classroom training and on-the-job training. However, this project will differ from existing employment and training programs in the private sector because industry will be involved in curriculum design. In addition, although training has been tailored to meet the needs of industry, it will also be general enough so that employment viability of the trainee after graduation is adaptable as the job market changes. To date the project has an 85% placement rate.

STATE: Colorado COST: $13,026

PROGRAM TITLE: Teen Renaissance Program

PROGRAM DESCRIPTION:

This project provides supportive services and a registered nurse for a single mother's program. A day care nursey has been established in the school for young mothers. Governor's 5% grant funds are used to provide a registered nurse, orientation and parenting counseling to enable young mothers to continue their education. The county prime sponsor provides work experience opportunities for participants.

STATE: Connecticut COST: $14,636

PROGRAM TITLE: LEA Program Evaluations

PROGRAM DESCRIPTION:

This program will evaluate YETP programs operated by local education associations. An evaluation tool has been developed by Educational Research and Development working in conjunction with the six area educational service centers in the state. This tool measures enrollee satisfaction with the program and job sites; enrollee post-program educational and work plans; employer/supervisor evaluation of enrollees; employer/supervisor, counselor, program director, and work study coordinator attitudes toward the program.

STATE: Connecticut COST:

PROGRAM TITLE: Metal Machining Learning Venture

PROGRAM DESCRIPTION:

Participants in this project will set-up, manage and operate a production facility, the Metal Machining Learning Venture. The purpose is to demonstrate the effectiveness and viability of the small business enterprise as a vehicle for job creation and for the delivery of a training and employment experience that will enhance the possibility for employment in the private sector upon completion of high school.

A manufacturing center will be established as part of the program offering training in metal machining. The program operates in conjunction with the current Workplaces Program (an alternative high school program for juniors and seniors with five career centers employing some 250 students) and other similar programs. Students receive academic instruction and career development training, as preparation for entering the world of work or in seeking higher education. The center provides programs for both full-time and part-time participants.

STATE: Delaware COST: $69,980

PROGRAM TITLE: Career Exploration Program

PROGRAM DESCRIPTION:

The career exploration program plans to meet program goals through a combination of instructional activities, employment counseling, and part-time and full-time work exploration in the public and private sector, with the majority of work sites in the private sector. Both in-school and out-of-school youth will participate.

To promote career awareness and motivation, all participants will be involved in instructional, educational and field activities in the following areas: (1) job search and interview techniques; (2) labor and business awareness; (3) income tax and personal finances; (4) qualifications for apprenticeship and other primary occupations; (5) qualifications and financial aid for enrollement in schools providing specialized education; (6) human relations and communications in the working world; (7) career planning for graduating seniors; and (8) information and referral sessions on health and social concerns.

STATE: Delaware COST: $19,439

PROGRAM TITLE: Youth Counseling Youth

PROGRAM DESCRIPTION:

The FY '79 Governor's Statewide Youth Services Grant will be used to expand services in one selected YETP Program in each county in the consortium. This program provides all seven Sussex County School Districts with high school seniors and juniors as tutors for elementary students.

The program will make it possible for the districts to provide remedial students with individual and small group instruction, as well as giving special attention to gifted students who require stimulating lessons and activities. Each district has a coordinator who will train the participants in tutoring skills. The participants will gain self-confidence and will become more proficient in the skills they are tutoring. (e.g. reading and math). Tutors who are graduating seniors may qualify as teacher aides or be eligible for Class C substitutes at the end of the program.

STATE: District of Columbia COST: $73,758

PROGRAM TITLE: Institutional Training Program

PROGRAM DESCRIPTION:

The objectives of this program are to provide participants with: (1) a vocational program in welding; (2) assistance in maintaining a minimal standard reading level for job performance and in obtaining a GED or high school diploma; and (3) supportive services, personal and vocational counseling, and occupational information. The project will also provide orientation for prospective employers to familiarize them with program objectives.

STATE: D.C. Government COST: $73,758

PROGRAM TITLE: Industrial Training Demonstration Project

PROGRAM DESCRIPTION:

America Educational Services, Inc. will conduct a demonstration project as Phase II of a two-part demonstration project. The project was originally designed to assess the labor market's potentiality for absorbing disadvantaged youth; to develop linkages between industry personnel and school officials; to develop an agreeable system for youth employment; and, to manifest the fruits of this labor in the actual placement of public school youngsters in promising positions with cooperating businesses.

STATE: Florida COST: $141,173

PROGRAM TITLE Youth on-the-Job Training Project

PROGRAM DESCRIPTION:

The Youth On-the-Job Training Project will facilitate the entry of unemployed high school graduates, aged 16 to 21, into the private sector work forces. Supportive services compiled with on-the-job training to enhance opportunities for permanent ursubsidized employment will be provided. Each participant receives an orientation to the world of work including job readiness skills.

The counseling staff conducts individual and small group sessions to assist participants in the development of an employability plan prior to placement, as well as post-placement counseling. Participants with acute problems and specialized needs will receive intensive counseling by a diagnostic specialist. Methodology is designed to foster self-esteem and to aid in the ability to project confidence will be employed.

STATE: Florida COST: $138,543

PROGRAM TITLE: Journalism/Broadcast-Media Training Project

PROGRAM DESCRIPTION:

The Broadcast/Journalism Project is designed to train black male and female youth between the ages of 16 and 21 for media positions and to expose these youth to available career opportunities. Participants receive occupational assessment, orientation, personal and career counseling. These participants will be engaged in OJT in the three main areas of employment related to the broadcast area--radio/RV news, radio/TV marketing, and radio/TV technology. In addition, participants will develop skills in the publication of a 4-page tabloid chronicling their experiences. Specific training will be received in news gathering, writing, editing, photography, code type setting and layouts.

STATE: Florida COST: $113,208

PROGRAM TITLE: Youth Training Project

PROGRAM DESCRIPTION:

The Youth Training Project is designed to promote and increase the percentate of economically disadvantaged youth in career preparation and work experience. It is the intent of this project to provide career employment experience and transitional services to enable the participant to compete for the secure jobs for which they would normally be underqualified.

Participants are provided GED preparatory skills. Counseling sessions are scheduled weekly. Job site supervisors will be responsible for providing the needed supervision while the participants are on the job.

STATE: Florida COST: $70,676

PROGRAM TITLE: Educable Mentally Retarded Project

PROGRAM DESCRIPTION:

The Educable Mentally Retarded (EMR) Project will test the hypothesis that exposures to work and skill development will facilitate the placements of EMR youth into private sector jobs.

Participants selected are educationally handicapped, economically disadvantaged black and female youth aged 16 to 21, and unemployed youth. Eligible youth are referred to the Vocational Assessment Center for diagnostic testing and vocational assessment. The Center provides a series of diagnostic and prescriptive tests that are designed to test the participants' mental and physical capabilities. As a result of this assessment a career plan is written on each participant detailing the services needed.

Transition services provide participants with remedial education, career development and occupational exposure. Because of the type of individual being served, close supervisory contact through weekly counseling sessions will be maintained. In addition, participants receive supportive services for transportation, minor medical and dental services.

STATE: Florida COST: $39,990

PROGRAM TITLE: Disruptive Youth Project

PROGRAM DESCRIPTION:

This project is designed to develop a community-based youth parent and school multi-service program to establish closer working relationships between these groups. The goal is to encourage disruptive youth (who are economically disadvantaged), blacks, and females to remain in school and in academic areas which provide careers. Students labeled as disruptive will be referred to the program by teachers and/or counselors. An assessment of the students problem will be made by the counselor to determine what course of action should be developed yo modify his/her behavior. Specific action plans will be developed to include involvement from the participant, their parent(s) and teacher(s). The parents and teachers of these participants will be contacted and a joint meeting arranged to discuss each person's role in assisting the participants in overcoming their problems.

Project staff will provide occupational information, individual and group counseling to participants and their parents to assist them in understanding the relationship between academic and skill development to future career opportunities.

STATE: Georgia COST: $158,717

PROGRAM TITLE: Rural Disadvantaged Youth Program
North and South Georgia

PROGRAM DESCRIPTION:

This program provides residential career guidance and vocational training services to rural economically disadvantaged youth in order to increase future employability. This is to be accomplished through the provision of classroom training programs offering career decisionmaking, career guidance counseling, and job exploration. It is expected that the development of basic employability skills will increase future employability for 155 participants. Academic credit for competencies gained during participation will be awarded.

STATE: Georgia COST: $134,725

PROGRAM TITLE: Youth Intern Program

PROGRAM DESCRIPTION:

This program will be providing work experience opportunities to economically disadvantaged college students in state government leading to eventual placement into higher level state jobs. It is anticipated that this program will provide students with a satisfying and productive work experience while paying them wages which will help them to continue their education. Students successfully completing programs will receive academic credit for competencies gained for work experiences.

STATE: Hawaii COST: $23,000

PROGRAM TITLE: Vocational Exploration and Experience Program
for Deaf Youth (YEEP)

PROGRAM DESCRIPTION:

As a continuum to YEEP from FY'78, the state will provide manpower services to older deaf students at the Hawaii School for the Deaf and Blind. OJT will be provided to upper-age students who will elect to enter the job market upon completion of school. Training slots developed will be for occupations in which bonafide skill will be acquired. Participating employers will be required to make a commitment to hire upon termination of the training period. Reimbursement to participating employers in the private-for-profit sector will not exceed 50% of the entry-level wages paid. Services provided include: counseling, skill assessment, occupational information, job development and job placement.

STATE: Idaho COST: $120,000

PROGRAM TITLE: Youth Private Sector Initiative Program

PROGRAM DESCRIPTION:

The goal of this program is to place 50 youth in unsubsidized jobs in the private sector operation providing: (1) rapid job placement; (2) ABE/GED and supplemental job-related training; and (3) a structured program of motivational activities.

The program concentrates on individual attitudinal development and improvement and emphasizes retention of employment, promotion and advancement in a career. It also allows for the acquisition of educational credentials to help meet the demands and expectations of any given career choice.

STATE: Idaho COST: $40,000

PROGRAM TITLE: Minority Youth Field Advocate Program

PROGRAM DESCRIPTION:

The primary purpose of the Minority Youth Field Advocate Program is to facilitate and increase CETA service delivery to eligible bilingual and/or bicultural minority youth, aged 16 to 21. Program objectives are: (1) to achieve and/or exceed the planned enrollments of eligible minority youth in each YEDPA component; (2) to inform minority youth and their families about the YEDPA and other CETA programs; (3) to increase communication between CBOs serving minority youth populations and the Consortium, including the CETA Division, the area subsponsors, and the program operators (local offices); and (4) to gain more knowledge and experience about the unique service needs of the state's minority youth population.

STATE: Illinois COST: $119,239

PROGRAM TITLE: Alternative Schools Network Demonstration Project

PROGRAM DESCRIPTION:

The program will demonstrate effective and cost efficient career employment experience and work transition services involving at least 130 inner city disadvantaged youth in eight alternative community schools. A small test mix group of youth from higher income strata will be included. The in-school programs will demonstrate a model program to be adapted and adopted by the various school systems in the state. The program will be demonstrative and innovative by combining school, community, and work into an interrelated and integrated educational curriculum.

STATE: Illinois COST: $118,000

PROGRAM TITLE: Peer Youth Career Guidance and Counseling

PROGRAM DESCRIPTION:

This project will establish a youth based, youth employment service, to work with the Illinois Bureau of Employment Security in establishing a youth counseling service. Trained peer youth counselors will be stationed at the Afro-Youth Community to establish a youth based and operated job service. This unit will operate job readiness classes, job orientation, job creation, job recruitment, and job follow-up for all clients. These peer youth counselors will develop an area job census, a youth unemployment census and a qualitative job market analysis, (i.e., the type of jobs, salary structure and qualifications). This section will also assist in helping clients attain adult basic education, general education development, or return to a traditional school setting.

The last component is the research section. This section will test each client for their emotional and educational levels, job interest, and learning disabilities.

STATE: Illinois COST: $74,519

PROGRAM TITLE: Work Adjustment for Youth (WAY)

PROGRAM DESCRIPTION:

This project provides classroom training, job survival and seeking skills, work experience, on-the-job training, and adult driver's education to nineteen handicapped youth between the ages of 16 and 21. The project is to operate in Balance of State Region 3 with training to be provided by Illinois Valley Community College in conjunction with Horizon House and Gateway Center. Project clients will participate in one of two types of programs: (1) in-school--career employment experience, consisting of work experience, career information, counseling, guidance, and a high degree of supervision; and (2) out-of-school--work experience, OJT, manpower and supportive services, driver's training, and vocational career education programs at Illinois Valley Community College.

All clients will participate in a series of mini-courses on career information, job seeking, and job survival skills. These courses will be taught by Gateway Center and Horizon House staff and two student assistants from Illinois Valley community College who are enrolled in programs such as education, sociology, home economics, and psychology.

STATE: Illinois COST: $37,619

PROGRAM TITLE: Youth Employment and Training Program

PROGRAM DESCRIPTION:

This project will provide ten disadvantaged youth with work experience, job readiness, counseling, and interview skills in the field of carpentry training. The work experience component of the project will be an adjunct of the weatherization project which is designed to perform energy conserving repairs on the homes of eligible target area clients.

The expected outcomes of the project include the acquisition by participants of entry-level skills to qualify for employment and/or advanced training, and the weatherization of 150 client units with energy saving improvements.

STATE: Illinois COST: $25,956

PROGRAM TITLE: Mining Equipment Repair Project

PROGRAM DESCRIPTION:

This project will recruit fifteen unemployed and unskilled persons (female and male) for intensive training in welding. Following on-campus classroom and laboratory instruction, participants will receive on-the-job training at one of the three cooperating industries (O.M.A.T. Industries, Precision Machine and Tool, and Transcraft, Inc.) which have guaranteed full-time employment for those acquiring entry-level skills. Expected outcomes of the project include the acquisition of permanent jobs by participants, the acquisition of academic credit hours at John A. Logan College, and attitudinal changes by participants in self-concept and success pattern.

STATE: Indiana COST: $110,162

PROGRAM TITLE: Six Steps to Success

PROGRAM DESCRIPTION:

This program will provide classroom training in secretarial skills and techniques. The program is designed for 12 disadvantaged, out-of-school youth, aged 16 to 19, who meet CETA requirements and who have at least a sixth grade reading and math ability. A classroom setting in a business environment will be employed, allowing the enrollee to observe first-hand the day-to-day operations and to discuss the practical application of techniques taught in class. Learning, which is often hampered by negative attitudes toward school, will be enhanced and the advantages of a classroom setting can be fully utilized.

STATE: Indiana COST: $160,426

PROGRAM TITLE: Media Productions

PROGRAM DESCRIPTION:

This structured production-oriented employment program is designed to increase school attendance, social mobility, math, knowledge and use of community resources and job skills. Students will develop, produce, market and distribute a magazine on the tourist attractions in Southern Indiana for the local convention and visitors center.

STATE: Indiana COST: $113,904

PROGRAM TITLE: Youth Employment and Training Demonstration Project

PROGRAM DESCRIPTION:

This vocational program is designed to provide educational experience and motivation to stimulate students to remain in school. The following activities and services will: (1) provide a vocational education program designed to teach remedial skills and entry-level skills in ten occupations to ninth graders, and (2) provide 24 tenth, eleventh or twelfth graders with work experience (three hours a day), exposing them to potential occupations.

STATE: Indiana COST: $111,470

PROGRAM TITLE: Human Development Program

PROGRAM DESCRIPTION:

This program will provide employment and training services to eleventh grade, economically disadvantaged students who have no specific goals, poor attendance records, and poor behavior patterns. These services will be provided for one year and it is anticipated that the program will be provided for one year and it is anticipated that the program will better enable them to enter the job market upon graduation.

STATE: Indiana COST: $87,486

PROGRAM TITLE: Youth Opportunities Unlimited

PROGRAM DESCRIPTION:

This program is designed to serve high school dropouts by setting up employment and training approaches with emphasis on job training in the private sector and on returning participants to school.

STATE: Iowa COST: $50,000

PROGRAM TITLE: Model Employment and Training Program-Private Sector

PROGRAM DESCRIPTION:

This program will develop private sector career exploration and training opportunities for low income youth, both in-and out-of-school; develop techniques for generating private sector participation in the employment and training of youth; place 60% of participants in unsubsidized jobs following completion of project or return them to school; and transfer knowledge gained through this demonstration to other CETA and YETP funded projects with the state, through a statewide training session.

STATE: Kentucky COST: $189,195

PROGRAM TITLE: Youth Opportunities Demonstration

PROGRAM DESCRIPTION:

The purpose of this program is to: encourage school dropouts to re-enroll in the secondary school system; encourage participation in selective remedial education to prepare for re-enrollment into secondary school system; to provide support services; provide educational guidance and job market counseling; expose selected youth to non-traditional occupations; and develop youth's self-esteem through placement in jobs.

STATE: Kentucky COST: $76,506

PROGRAM TITLE: Youth in Private Sector

PROGRAM DESCRIPTION:

The purpose of this program is to prepare 30 high school dropouts aged 18 to 22 for jobs as semi-skilled factory workers. Classroom training facilities with factory equipment will be utilized, and in addition, arrangements will be made for students to obtain their GED.

STATE: Kentucky COST: $53,010

PROGRAM TITLE: Youth in Private Sector

PROGRAM DESCRIPTION:

The purpose of this program is to locate and convince 50 high school dropouts to return to school, obtain GED certificates, and be placed in unsubsidized employment or in an on-the-job training program through CETA.

STATE: Louisiana COST: $284,874

PROGRAM TITLE: Job Development and Placement of Handicapped Youth

PROGRAM DESCRIPTION:

This program is designed to provide statewide job development and placement services for four specific categories of handicapped youth. Under this program, the concept of placement services will be extended to include job development, and restructuring, and on-the-job counseling of both the handicapped and the other workers in the job environment. Assistance of this type is not currently available in Louisiana. This program is expected to result in an increase in the number of handicapped youth who are able to find and retain permanent employment.

STATE: Louisiana COST: $113,030

PROGRAM TITLE: Tutorial Assistance and Work Experience for Potential High School Dropouts, and Pre-Apprenticeship Training for Out-of-School Youth

Program Description:

This program consists of two components. The first component is designed to encourage youth who are potential high school dropouts to continue and complete their high school education by providing in-school tutorial and counseling services and summer work experience. Participants will receive allowances during classroom training and wages during work experience. The second component is designed to provide out-of-school youth with pre-apprenticeship training in the electronics and building trades. Training will be given in cooperation with local labor unions and joint apprenticeship and training committees. Participants will receive allowances.

STATE: Louisiana COST: $99,234

PROGRAM TITLE: Tutorial Assistance and Work Experience for Potential High School Dropouts

PROGRAM DESCRIPTION:

This program is designed to encourage youth who are potential high school dropouts to continue and complete their high school education. This will be accomplished by providing in-school tutorial and counseling services and summer work experience. Participants will receive allowances during classroom training and wages during work experience.

STATE: Louisiana COST: $9,048

PROGRAM TITLE: On-the-Job Training for the Mentally Retarded

PROGRAM DESCRIPTION:

This program is designed to place mentally retarded participants into competitive unsubsidized employment and to provide technical assistance to, and coordination with, agencies concerned with employment needs of mentally retarded citizens in Louisiana.

STATE: Maine COST: $67,338

PROGRAM TITLE: Projects, Inc.

PROGRAM DESCRIPTION:

Projects, Inc. is an experimental program designed to test the success of utilizing on-the-job training and work experience for self-sufficiency skill development. Dropout and offender youth are selected for participation. The program is seen as an alternative for disenchanted youth who have rejected structured work situations. The program offers training in (1) chainsaw use, (2) office management, and (3) woodworking and mariculture. The occupations differ from those normally selected by CETA systems in that the transition is primary to self-employment in the private sector.

Youth participate in a 3-phase training progression that includes an orientation to the equipment or facilities, and learning testing and utilizing the newly acquired skill.

STATE: Maine COST: $53,079

PROGRAM TITLE: Governor's Internship Program

PROGRAM DESCRIPTION:

The State Government Intern Program was designed to study the success of involving state agencies, such as the Department of Personnel, the Employment Service, the Bureau of Public Administration, and the University of Maine, in implementing a work experience program assisting youth in the school-to-work transition by providing structured work experience.

All program participants will be placed in work experience sites in state agencies in such areas as legislative research, arts management, park and recreation planning, and marine conservation. Participants will also be required to attend half-day education sessions on oral and written communication skills, and career exploration/job hunting skills. Career opportunities programs focusing on the private sector and state government are another program component. This component is supplemented by individual job shadowing and/or research assignments developed by each intern with his/her supervisor and/or the project coordinator.

STATE: Maryland COST: $93,430

PROGRAM TITLE: Youth Economic Security Program (YES)

PROGRAM DESCRIPTION:

This program will operate under a subgrant with the Community Enterprise Development Association (CEDA). Under this subgrant CEDA will teach economically disadvantaged young people the necessary business skills to enable them, upon completion of the program, to successfully establish and operate their own businesses. The training will combine classroom training with actual business experience.

STATE: Massachusetts COST: $75,000

PROGRAM TITLE: Linguistic Minority Curriculum Development Project

PROGRAM DESCRIPTION:

The overall goal of the program is to develop a curriculum package with which manpower service providers can effectively increase the employability of Hispanic, Italian, Chinese, and Haitian youths. Linguistic youths and professionals will be involved in the program to develop, critique and adapt an already successful orientation curriculum. The focus of the curriculum is on developing job-seeking skills, job-retention skills, coping skills, and an understanding of the various cultures with which youth must interrelate.

STATE: Massachusetts COST: $75,000

PROGRAM TITLE: Program to Improve the Delivery and Effectiveness of Employment Services for Physically Handicapped Youth

PROGRAM DESCRIPTION:

The purpose of the program is to strengthen the job development function of the employment and training system in order to increase the placement rate for physically disabled youth. Program activities services will: (1) develop an inventory of employers in the private sector who have demonstrated success in hiring and training physically handicapped youth; (2) use the categorized list of firms and jobs filled by the handicapped to extrapolate from regional and state employment data, the job potentials appropriate for physically handicapped youth; (3) develop a training curriculum for job developers, employment and training counselors and representatives of regional businesses; and (4) provide advisory and counseling support to job developers, counselors, and handicapped youth.

STATE: Massachusetts COST: $70,000

PROGRAM TITLE: Employment and Training Services for Youth with Family Responsibilities

PROGRAM DESCRIPTION:

This program plans to place 24 youth, with family responsibilities, in OJT positions leading to unsibsidized employment at a post-OJT minimum wage of $4.35/hour and with further growth potential. Characteristics and employment and training needs of sub-categories of these youth will be identified. Curriculum/ training strategies for academic skills, employability skills, and life skills development specifically geared toward these youth will be developed.

STATE: Massachusetts COST: $72,300

PROGRAM TITLE: Youth Job Creation

PROGRAM DESCRIPTION:

This proposal has three main objectives; (1) to provide funding to model projects in the area of neighborhood improvement, community economic development, and energy conservation. These would be supplemental projects to support additional administrative expenses of approximately $4,000 to 25,000 per project: (2) to provide direct technical assistance to other projects funded at the prime sponsor level; and (3) to develop an ongoing information system to disseminate the knowledge and insight gained from this project.

STATE: Massachusetts COST: $100,000

PROGRAM TITLE: ED/CO Project YES Program for Out-of-School Youth

PROGRAM DESCRIPTION:

Combining employment and education, this program will have three distinguishing features: (1) job placement stressing the private sector; (2) participants will work full-time one week, and attend classess full-time the next week; and (3) all education services will take place in a small-scale neutral setting.

Work placements include close supervision, planned individual objectives, and regular review with the option of job rotation. Counseling activities emphasize individual and group vocational guidance. The academics have a strong orientation towards remediation in basic skills and job-related instruction. The program also includes courses required for graduation from the Boston Public Schools. Youth will receive academic credit for all aspects of their participation in the EDCO/Project YES Program.

STATE: Massachusetts COST: $50,000

PROGRAM TITLE: Urban Arts Project in Deafness

PROGRAM DESCRIPTION:

The purposes of the program will be to: improve communications between hearing and hearing-impaired youth through art-oriented activities; (2) equip the participants with the skills and attitudes necessary to overcome occupational barriers; and (3) provide employment for unemployed Title VI Artist/Instructors in order to upgrade their skills.

Activities center around the theatre arts including silk screening, masking, set design and construction, movement dynamics, creative writing, and communication. The final group project is a theatre production. At the end of the program, in-school youth will receive follow-up to determine improvement in academic performance and out-of-school youth will receive employment services from the Belmont CETA office.

STATE: Michigan COST: $176,778

PROGRAM TITLE: Montcalm-Ionia YETP Target Youth Project

PROGRAM DESCRIPTION:

Under this project, handicapped and mentally retarded youth will be provided assessment, vocational adjustment, counseling services, and work experience in order to increase their employability.

STATE: Michigan COST: $126,057

PROGRAM TITLE: Demonstration Project

PROGRAM DESCRIPTION:

This program will provide classroom training and services to pregnant teens and youth heads of household. The program will be coordinated with a YETP project providing youth with OJT upon completion of training.

STATE: Michigan COST: $109,679

PROGRAM TITLE: COOR Special Services Employment Project

PROGRAM DESCRIPTION:

The Holiday Inn and COOR Intermediate School District have developed a training program for rural mentally retarded youth enabling them to enter unsubsidized employment in motel/restaurant occupations. Services include remedial education, employability skills, counseling and vocational exploration. Participants will enroll in classroom training related to their occupational choice, and the Holiday Inn will provide vocational training.

STATE: Michigan COST: $107,923

PROGRAM TITLE: Youth Vocational Adjustment and Job Placement Project

PROGRAM DESCRIPTION:

The program is designed to serve economically disadvantaged, out-of-school, physically and/or mentally handicapped youth between the ages of 17 and 21. Youth will be provided Rapid Initial Diagnosis and Assissment, work evaluation, work adjustment experience and placement.

STATE: Michigan COST: $107,550

PROGRAM TITLE: Youth Program

PROGRAM DESCRIPTION:

This program will provide migrant/seasonal and ex-migrant farmworker youth with activities in non-agricultural occupations. Program activities address the needs of both in and out- of-school youth offering transition services, and career employment experience.

STATE: Michigan COST: $132,333

PROGRAM TITLE: Special Governor's Youth Grant Under YEDPA

PROGRAM DESCRIPTION:

This project provides classroom training, on-the-job training, and services to unwed youth with parental responsbilities, and heads of households aged 16 to 21. Upon completion participants are guaranteed unsubsidized, private sector employment.

STATE: Michigan COST: $95,660

PROGRAM TITLE: Ontonagon Youth Project

PROGRAM DESCRIPTION:

The Western U.P. Manpower Consortium has designed a program to provide classroom training in vocational skills to fifteen high school dropouts, aged 15 to 21, in conjunction with a course leading to a GED certificate. Participants will be provided classroom training in machine tool skills and counseling.

STATE: Michigan COST: $84,750

PROGRAM TITLE: Muskegon Dial-A-Hand, YETP Expansion Project

PROGRAM DESCRIPTION:

This project will provide participants with basic work experience training in basic maintenance activities and/or training in basic solar energy system development and maintenance.

STATE: Michigan COST: $65,667

PROGRAM TITLE: Equalizing Vocational Education Opportunities for Handicapped Youth in St. Clair County Schools Project

PROGRAM DESCRIPTION:

Participants to be served by this program include youth with physical, mental and emotional impairments (this includes adjedicated youth and unwed youth with parental responsibilities) and severe learning disabilities. They will be provided with classroom training services and job placement assistance.

STATE: Michigan COST: $32,610

PROGRAM TITLE: Capital Area Community Services, Handicappers Job Club

PROGRAM DESCRIPTION:

Capital Area Community Services, Inc. has developed a Handicapper Job Club that will provide necessary job seeking resources and services for physicall and/or mentally handicapped youth. The goal of this project is to place at least twenty of these youth in unsubsidized positions at or above the minimum wage.

STATE: Minnesota COST: $42,270

PROGRAM TITLE: Ortonville, -Students Computing for Better Jobs

PROGRAM DESCRIPTION:

This project will establish a student-operated computer center utilizing the resources of the school and community to create jobs and provide training to youth. With assistance, fifteen students would organize, manage and operate a local data processing service. No local data processing exists, therefore, the project will be providing a service to the community while creating jobs for disadvantaged youth. This project would provide youth who may be "turned-off" to standard high school curriculum a chance to gain real work experience in a well-paying occupation. Since the students will be filling all the positions in the "company," the jobs will afford them with real life situations in human relations as the apply to employment. The project will also train workers in an ara in which there exists a definite need in the future.

It is hoped that the project will become self-sustaining after local businesses gain confidence in the ability of the youth to perform the tasks at hand.

STATE: Minnesota COST: $36,675

PROGRAM TITLE: Today's Child is Tomorrow's Child Care Worker

PROGRAM DESCRIPTION:

This project will provide 12 out-of-school youth with broad career exposure to all early childhood career possibilities, career and other counseling and employment opportunities as a management aide in early childhood programs or on school buses.

The youth will be working at an early childhood education center as tutors to high school home economics students. The youth will be trained and supervised by specialists in early occupational therapy, TMR-EMR-SLBP and special education. The youth, in turn, will tutor the high school students in these same areas and assist the specialists in the care of the children.

The program is designed to allow time for youth to attend high school or equivalent classes in order to graduate. Youth who complete the early childhood project will receive advance standing in early childhood education at Minnesota's vocational technical institutes.

STATE: Minnesota COST: $67,780

PROGRAM TITLE: Vocational Training/Competitive Placement for Handicapped Youth

PROGRAM DESCRIPTION:

The program model for a innovative vocational assessment and training program, followed by competitive placement in unsubsidized jobs, offers a significant alternative for handicapped youth who are traditionally channeled into sheltered workshops.

Under the direction of the Special Education Department of District 77, fifteen to twenty-five secondary level handicapped students (aged 16 to 21) will receive intensive preplacement vocational and social skill training. Counseling, career planning and individualized evaluation will be offered. To facilitate competitive job placement, a structured OJT sequence will be developed for each individual supported by on-going counseling services and on-the-job advocacy support.

Staff, under the direction of the Director of Special Education, will survey and recruit perspective private and public sector employers, plan and facilitate individualized vocational training, and provide support services.

STATE: Mississippi COST: $525,242

PROGRAM TITLE: Meridian Public Schools Youth Employment Training Program

PROGRAM DESCRIPTION:

This project is a competency-based alternative education program for economically disadvantaged students, aged 14 to 21, who are identified as high school dropouts or potential dropouts. The program will include a volunteer alternative program of full-time learning experiences for the economically disadvantaged youth; involvement of various agencies of this community; academic credit through a competency-based disciplinary approach using an individualized educational program; a wide range of opportunities for students to explore a number of career options and/or acquire entry-level skills culminating in subsidized full-time employment or specialized training; and guidance services and intervention techniques to enhance the transition of the students from the school environment to employment.

STATE: Mississippi COST: $139,234

PROGRAM TITLE: Transitional Services Program

PROGRAM DESCRIPTION:

Transitional services offered to CETA-eligible youth participating in this project will be outreach, assessment and orientation; counseling; activities promoting education and work transition; provision of labor market information; services to youth to help them obtain and retain employment; and information regarding employment and training-related opportunities.

STATE: Missouri COST: $52,698

PROGRAM TITLE: Career Development

PROGRAM DESCRIPTION:

This program provides for 1,200 youth to participate in self-image and career development workshops and a comprehensive career development program for 40 youth with placement assistance. Coordination of the Youth Employment Coalition of St. Louis will also be a responsibility. After a needs analysis, there is a 12 to 18 week exposure to world of work through training and VEP job sampling.

STATE: Missouri COST: $47,485

PROGRAM TITLE: Skills Training for Offenders

PROGRAM DESCRIPTION:

This program provides diagnostic evaluation of vocational interest, work skills, and aptitudes along with work adjustment training and job placement for 30 pre-delinquent and delinquent youth.

STATE: Missouri COST: $54,019

PROGRAM TITLE: Career Development

PROGRAM DESCRIPTION:

This program will provide life-career goals training for eligible teenage women and preparation for the world of work. Also peer group and role model counseling will be provided along with placement assistance.

STATE: Missouri COST: $60,000

PROGRAM TITLE: Skills Training and Career Development

PROGRAM DESCRIPTION:

This program will focus on career planning and VEP job sampling with emphasis on knowledge development of world of work and personal capability training for out-of-school youth. Apprenticeship with industries is also a part of the program.

STATE: Missouri COST: $90,000

PROGRAM TITLE: Skills Training and Career Development

PROGRAM DESCRIPTION:

This is a work experience and on-the-job training program with emphasis on career planning and VEP job sampling for both in and out-of-school youth. Apprenticeship with industries is a part of this program.

STATE: Missouri COST: $72,410

PROGRAM TITLE: Academic Training in Non-Traditional Settings

PROGRAM DESCRIPTION:

This program provides for GED academic training and career education and planning, and voc-tech training with job placement assistance.

STATE: Montana COST: $78,709

PROGRAM TITLE: Field Learning Program

PROGRAM DESCRIPTION:

The Field Learning Program is a model project designed to improve coordination between local education agencies and employment and training systems for awarding high school credit for work experience. Various other services in the area of career decisionmaking are also provided to CETA eligible youth under this program. Local education agreements will provide professional services and one field learning coordinator in each of the areas. Funds will also provide for a project specialist position to coordinate the training of the field learning coordinators and overall coordination of the project.

STATE: Montana COST: $46,159

PROGRAM TITLE: Florence Crittenton Single Mothers Program

PROGRAM DESCRIPTION:

This program operates an apartment home for young single mothers. The semi-independent living status allows participants the opportunity to continue their education, participate in part-time training/work experience and learn to care for their children. Mothers are provided the opportunity to participate part-time in work experience, on-the-job training, or classroom training components. Job development and placement services are provided to some clients. Participants are required to attend high school, enroll in work experience, job training or a GED program. A special program, developed at Helena High School for pregnant students and single mothers, allows them to take academic classes in the morning with the option of having their afternoons free to work or participate in a home economics or business program. Community resource people are utilized in independent living and parenting classes on topics such as: family planning, women's health, budgeting, time management, nutrition, assertiveness training the emotional developemnt of the child and mother, health care, discipline and role modeling.

STATE: Nebraska COST: $13,231

PROGRAM TITLE: Kellom's Girls Club Building Site

PROGRAM DESCRIPTION:

The program will operate in three phases: (1) a 2-week overview of the program and covering such topics as safety procedures, observation of basic skills, handling and operating tools and/ or equipment, applied techniques and methods, and actual application and operation; and (2) comprehensive practical applications of what was learned in phase 1.

STATE: Nebraska COST: $13,231

PROGRAM TITLE: The Viking Ship Youth Program

PROGRAM DESCRIPTION:

The project will operate in three phases; (1) a 2-week overview of the program covering safety procedures, observation of basic skills, handling and operating tools and/or equipment, applied techniques and methods, and actual application and operation; (2) specialized instruction; and (3) comprehensive practical applications of what was learned in phases 1 and 2.

This project will renovate a building that will then accommodate youth who are interested in gymnastics, as well as a variety of activities for disadvantaged youth.

STATE: New Jersey COST: $390,431

PROGRAM TITLE: Careers for Youth Program

PROGRAM DESCRIPTION:

The New Jersey Division of Employment Services, operated "Careers for Youth Program," within the structure of the WIN program, to provide intensive employability development services including assessment training, work experience, and placement to 100 youth who are under the supervision of the state and/or AFDC recipients. The youth's aptitudes and interests will determine the combination of services to be provided and the field of work to be pursued. Youth may participate in work experience in such fields as health care and social serivces.

STATE: New Jersey COST: $62,063

PROGRAM TITLE: OJT Work Experience Program

PROGRAM DESCRIPTION:

This DVR project will develop work experience and OJT slots for 20 mentally retarded youth. The chance for success for these youth depends on selective placement and considerable employer development as well as follow-up guidance and counseling. When a participant exhibits the ability to function in an unsubsidized employment situation, a DVR counselor will assist with placement and follow-up.

STATE: New Jersey COST: $222,000

PROGRAM TITLE: Adult High School Educations Broker Projects

PROGRAM DESCRIPTION:

The program will assess local CETA programs for credit-awarding potential, as they relate to school district requirements, and to assist CETA youth program participants in obtaining a high school diploma. Program operator representatives (brokers) interview youth to assess previous education training and work experience for high school credit. The broker then assists the youth in developing an official transcript and a plan of action detailing the steps necessary to obtain a high school diploma.

STATE: New Jersey COST: $200,000

PROGRAM TITLE: Bent Nail Laboratories

PROGRAM DESCRIPTION:

Bent Nails Labs, Inc., a private non-profit agency, operates a program that trains disadvantaged out-of-school youth in business production and management. Youth have an opportunity to develop basic skills in selected crafts and participate in training. Participants are involved in an in-depth intake process that includes process that includes a comprehensive history and diagnostic interview of the client, a series of diagnostic tests and a computerized guidance matching system. After tne intake and orientation process, youth are placed in a hands-on skill training setting. Youth are provided an opportunity to become permanent staff after they have acquired a skill. The program goal is for the project to become self-sustaining and for the youth to eventually take over management of the program under the guidance of a senior board of trustees.

STATE: New Jersey COST: $133,300

PROGRAM TITLE: Coordinated County Project

PROGRAM DESCRIPTION:

The Coordinated County Project was designed to determine if out-of-school youth can be training through work experience in building construction trades to develop saleable skills, and if this can be accomplished better by the vocational school and the community college working together. Program activities include classroom training, work experience, career exploration, counseling and placement.

The Salem County vocational schools and the Salem Community College, in cooperation with local schools, offer a career employment experience to 37 out-of-school youth, aged 16 to 21. The program will provide these youth with entry-level construction skills through a series of related instructional activities and work experience in one of two construction projects. The project offered by the County Vocational Schools involves construction of a mini mall. Participants in the vocational school project have the opportunity to earn up to 28 credits and may participate in an adult high school, basic education and/or GED program offered in conjunction with an existing CETA component. Youth participating in the community college project may earn credits that can be applied to Salem Community College's technologies program.

STATE: New Jersey COST: $39,987

PROGRAM TITLE: Youth Survey

PROGRAM DESCRIPTION:

The purpose of this project will be to design and implement a survey to analyze the feelings, wants, desires and needs of the youth population of the State of New Jersey. The survey will be used to assist CETA prime sponsors and local educators in developing more meaningful and realistic programs for New Jersey youth under the Youth Employment Demonstration Projects of 1977.

The sample of youth selected to participate in the survey includes in-school and out-of-school youth and represents the various geographical and socio-economic areas of the state. Emphasis is placed on urban areas. The survey is administered by CETA public service employment participants on both a group and individual basis. Survey responses of in-school and out-of-school youth will be compared in the analysis.

STATE: New Jersey COST: $23,179

PROGRAM TITLE: Redefining the Legal Status of Youth

PROGRAM DESCRIPTION:

This program is a research project designed to examine legal barriers where the original intent was to protect youth but may have, over the years, inhibited youth from entering the labor force. The project will address the following three areas: (1) New Jersey Child Labor Law and Regulations; (2) licensing requirements for young people under 21; and (3) researching the possibility of matching job duties with certificable levels of intermediate achievement in the high school grades.

If high unemployment rates for youth can, in any way, be associated with present legal restrictions or their interpretations, those restrictions must be identified and recommendations made for change.

STATE: Nevada COST: $5,000

PROGRAM TITLE: Governor's Conference on Children and Youth

PROGRAM DESCRIPTION:

A statewide youth conference will be conducted with a portion of Nevada's Governor's grant funds. Conference attendees will be CETA eligible youth (15%) from local prime sponsor areas. The conference will present an opportunity to disseminate and gather information concerning special skills related to employment and training.

STATE: Nevada COST: $5,000

PROGRAM TITLE: Carson City School District Program Evaluation

PROGRAM DESCRIPTION:

This project will provide data to determine the success of an FY '78 Experience Based Career Education Program and document the model so that it may be used by other prime sponsors or local education agencies. The program has been continued in 1979 through an agreement between the Balance-of-State prime sponsor and the school district. The SCETO funds will provide for evaluation and follow-up.

STATE: New York COST: $89,895

PROGRAM TITLE: Job-Kit

PROGRAM DESCRIPTION:

This program will provide vocational exploration--one week at each of a number of industry sites. This will be supplemented by classroom sessions in communications skills including how to prepare a resume, how to prepare for and conduct oneself in an interview, how to search for a job, and other job search skills, as necessary.

STATE: New York COST: $502,000

PROGRAM TITLE: STEP-School to Employment Program

PROGRAM DESCRIPTION:

This project revitalized 1970 education efforts to provide 15 year-old potential dropouts with career employment experience and counseling in classroom sessions. The project works in close cooperation with LEA guidance counselors in three areas. Youth are identified for project participation by the guidance counselors.

STATE: New York COST: $388,000

PROGRAM TITLE: Summit Youth Project

PROGRAM DESCRIPTION:

This project provides youth with vocational exploration in local business supplemented with remedial education.

STATE: North Carolina COST: $140,723

PROGRAM TITLE: Youth Enterprises Deomonstration Project

PROGRAM DESCRIPTION:

The intent of this project is to further experiment, demonstrate and report on one important method by which disadvantaged in-school youth will have the opportunity to help operate their own training programs. Participants admitted to the program will be offered one of two options: (1) the larger group will be limited to productive "in-the-field" functions: and (2) the second (smaller) group will combine directly productive and administrative functions. Both groups will be expected to participate in orientation/motivation, career development and skill training programs in accordance with an employability development plan prepared jointly by the young person, the youth enterprise staff and adult counselors.

One group of participants will serve as administrative SBAS staff with functions to manage the enterprise, visit small business and procure contracts for projects, assign the participants to these contractual projects, to ensure that the jobs are satisfactorily performed and completed. The other group of participants will work on delivering business services. The project is designed almost exclusively for rural and small town areas where the market for certain types of specialized business assistance services is too small to support full-fledged private enterprises. The youth enterprises will be operated on a non-profit basis. Earnings from services will be returned to the program to increase the number of slots, provide additional services and insure continuation of the project.

STATE: Ohio COST: $275,000

PROGRAM TITLE: REACH

PROGRAM DESCRIPTION:

The program will employ specialists who are qualified and certified in the areas of physical therapy and physical, motor, and sensory-perceptual development. These trainers will work with 100 handicapped youth aged 14 to 21 who are unemployed or underemployed as a result of their handicap. REACH offers services which are not currently included in a client's total rehabilitation program. The services provided are: (1) corrective and development motor activities; (2) sensory and perceptual development; and (3) physical rehabilitation and development. These added services will better equip the handicapped youth to benefit from vocational training programs.

STATE: Ohio COST: $150,000

PROGRAM TITLE: ADVANCE

PROGRAM DESCRIPTION:

The program will attempt to place young persons in jobs or training opportunities which conform compliment their interests and, at the same time, match persons with employers or supervisors who can identify with and relate to youth who share their similar interests. The project aims towards not only preparing youth for employment through concentrated training, but also furthers their education through GED courses and gives them an actual chance to work in an area of their interest with the strong possibility of permanent employment at conclusion of the project.

The first phase of the project will be a mandatory 5-day retreat at the conference center of a local metropolitan park. After the retreat, participants will be directed to their individual job assignments. The coordinator supervisor and/or counselor will accompany each participant to the job site and will then instruct the participant as to how to get there by via public transporation. Weekly bus passes will be issued to each participant to insure their transportation to and from the job site.

GED cources will be tailored to the needs of each participant. The goal will be to obtain GED certificates for each participant during the 6-month period. GED classes are mandatory for remaining in the project.

STATE: Ohio COST: $80,000

PROGRAM TITLE: Business Internship

PROGRAM DESCRIPTION:

The primary objective of this program is to set-up internships for high school graduates with local businesses. The internships will provide youth with work experience and corresponding wages and benefits. The internships will be provided through the Dayton Metropolitan Housing Authority. Interns will be directly responsible to individual managers at each site office; and will be offered work experience in the management of subsidized housing and the social services provided to the tenant. This program will be able to combine academic knowledge with practical experience and will provide interns with earnings and benefits.

STATE: Ohio COST: $600,000

PROGRAM TITLE: Career Employment Experience

PROGRAM DESCRIPTION:

The Career Employment Experience program is designed to rekindle interest in an educational program which will lead towards meaningful employment. The program is specifically designed for small group instruction enabling the coordinator to remediate the necessary educational skills and to provide a program to meet the personal or social adjustment and economic needs of the students. The program is also structured to have an in-depth career exploration component and a work experience component. Some students will be placed on jobs of a sheltered nature within the school system with appropriate wages received for the hours worked.

STATE: Ohio COST: $150,000

PROGRAM TITLE: IMANI I

PROGRAM DESCRIPTION:

The program will provide work-training and counseling to 25 minority youth. The youth will establish, operate, and evaluate three business enterprises with youth acting as manager-operators. The business enterprises will be as follows: (1) a cafeteria Youth-Drop-In Center. This center shall prepare and sell foods to participants, PIP and VEDC employees and walk-in traffic. This guarantees a market of 1,000 persons (transactions) per week; (2) the Ecology Center will recycle solid waste including paper, clothing, cans and glass. This material shall then be sold to recycling centers within private industry; and (3) IMANI Productions will produce products of graphic arts and printing media (e.g., posters, cards, photographs, etc.).

In addition to the business enterprises, the youth will get classroom training and career counseling. The classroom training will consist of two distinct areas: (1) leadership and decisionmaking skills, and (2) success-motivation. IMANI staff will conduct private and group counseling not to exceed a 10 to 1 ratio. Counseling will be well coordinated with school counselors and the participants' parents.

STATE: Ohio COST: $150,000

PROGRAM TITLE: Health Care Employment Opportunities

PROGRAM DESCRIPTION:

The purpose of this program is to train and place CETA-eligible youth in full-time positions in the health care field. Participants will be provided with specialized training necessary to maintain employment and develop skills to grow both professionally and personally. Training will be both classroom and on the job. Participants will work with front line supervisors and management in the area of sensitivity training and awareness.

The Health Resources Corporation has received commitments from various institutions, foundations, and hospitals across the state to help with training for available job slots in an effort to insure that participants will have a full-time position at the end of the program.

STATE: Ohio COST: $100,000

PROGRAM TITLE: SCLC-Youth Employment and Training Program

PROGRAM DESCRIPTION:

The SCLC Youth Employment and Training Program proposes to train 160 young persons over one year in six areas: auto body repair, nutrition/dietary aide, heating/air conditioning/refrigeration, property maintenance, carpet installation/upholstering and general clerical.

A traning tract will consist of a combination of classroom work and practical hands-on experience appropriate to the particular field. During the twelve months of project operation there will be four tracts each of auto body repair and nutrition/dietary aide, and two tracts each in the other four skill areas. This schedule may be altered according to the availability of a class in a given field. Group and individual counseling will be carried out by the counseling staff.

STATE: Oklahoma COST: $13,000

PROGRAM TITLE: YETP-LEA Liaison Program

PROGRAM DESCRIPTION:

The Comanche County Public Programs Authority has developed a model program of service to youth thru the YETP and YCCIP grants. The design of these programs is such that each youth will be afforded counseling and transitional services on a weekly basis. Other grant money will be directed to the participants through wages for work experience. The counselor funded under this proposal will provide direct occupational, career and guidance counseling to over 185 eligible disadvantaged youth. This counselor will also make current labor market and occupational information available to all eligible youth who apply through the program.

STATE: Oklahoma COST: $26,225

PROGRAM TITLE: Tulsa Street School

PROGRAM DESCRIPTION:

This program will be operated by the Tulsa Alternative School, in cooperation with LEAs, will conduct career orientation and counseling, job preparation, and job placement for urban drop-out youth. This alternative school has support and linkages with the State Department of Education and the Tulsa Public School System. The program will include: (1) extensive outreach services; (2) comprehensive intake; (3) intensive on-going counseling services to determine career options; (4) classroom training on employment searches, resumes, job applicantions and interview procedures; (5) career development counselors to perform job placement; and (6) vocational testing and full-time employment services.

STATE: Oregon COST: $159,981

PROGRAM TITLE: Participant-Operated Woodcutting Business

PROGRAM DESCRIPTION:

This program will increase the employability of out-of-school youth in rural Oregon through GED training and learning-by-doing in a small business operation. Unemployed, delinquent, disadvantaged high school drop-out youth will participate in organizing and operating a woodcutting business.

STATE: Oregon COST: $31,000

PROGRAM TITLE: Youth Work Experience/Job Referral

PROGRAM DESCRIPTION:

This program will provide job counseling, employability planning and work experience for native American youth who are economically disadvantaged and out of school in the Portland metropolitan area.

STATE: Pennsylvania COST: $198,462

PROGRAM TITLE: In-School Counseling and Education Program

PROGRAM DESCRIPTION:

The program is designed to reduce the dropout rate among youth entering legal careers. Youth are provided counseling and remedial education.

STATE: Pennsylvania COST: $166,470

PROGRAM TITLE: Philadanco

PROGRAM DESCRIPTION:

This project will test and demonstrate the effectiveness of work experience in the arts field and its effect in the employability of eligible applicants. Youth are trained in all aspects of professional dance, arts management, and gain performance experience.

STATE: Pennsylvania COST: $150,349

PROGRAM TITLE: Youth Training and Employment Program

PROGRAM DESCRIPTION:

This project will provide disadvantaged youth, aged 18 to 21, with skills training in welding, supportive adult basic education, job counseling, and placement in unsubsidized employment.

STATE: Pennsylvania COST: $112,500

PROGRAM TITLE: Youth Development Corporation

PROGRAM DESCRIPTION:

This program will establish a Youth Development Corporation to provide classroom training (GED, carpentry, electricity) and work experience in corporation-owned businesses to elibible out-of-school youth. Job placement for 52 youth is the goal.

STATE: Pennsylvania COST: $75,000

PROGRAM TITLE: Youth Offender Program

PROGRAM DESCRIPTION:

The project will test and demonstrate the effectiveness of work experience and intense motivational training on the employability of young ex-offenders. A re-orientation center will be provided for youthful, ex-offenders returning to society. Work experience, counseling, job development, and job placement are the main program components.

STATE: Pennsylvania COST: $50,000

PROGRAM TITLE: Dance Project

PROGRAM DESCRIPTION:

The project provides classroom training to minority/disadvantaged youth in the rudiments of dance to facilitate placement in dance and related careers.

STATE: South Carolina COST: $23,491

PROGRAM TITLE: College and Young Adult Volunteer Services

PROGRAM DESCRIPTION:

The contractor will work in junior high schools, high schools, community colleges, and coordinate with other CETA and non-CETA funded youth programs to: (1) involve youth, as volunteers, in working with the developmentally disabled and mentally retarded within their local communities; (2) develop a greater understanding of the needs and problems of the mantally retarded and disabled citizens; and (3) encourage South Carolina's youth to consider this area as a career.

STATE: South Carolina COST: $342,939

PROGRAM TITLE: Whitten Village Project

PROGRAM DESCRIPTION:

The South Carolina Department of Mental Retardation, Whitten Village Project, will offer services to 50 participants in a combination of classroom training, counseling, and occupational information, which should result in a placement rate of 50% and a positive school return rate of 35%. Throughout the state there exists an acute skill shortage in the support occupations of the South Carolina Department of Mental Retardation. Human services occupations have a high potential for providing unsubsidized employment to unemployed persons and new entrants into the labor market. To stimulate interests in these occupational areas would also have the effect of elevating the quality of services provided by the Department of Mental Retardation.

STATE: Tennessee COST: $210,000

PROGRAM TITLE: Academic Credit for Wrok Experience

PROGRAM DESCRIPTION:

This project will provide academic credit for work experience in three high schools utilizing three program components. The first segment deals with the placement of students enrolled in vocational classes in two-week exploratory experiences on job sites related to their vocational training and interests. The student is placed on the job during his vocational class and receives credit the same as attending regular vocational class. The second component places participants in public sector jobs during the school year. The third segment of the project deals with students receiving academic credit for work experience during the summer months.

STATE: Tennessee COST: $67,572

PROGRAM TITLE: In-School Work Experience

PROGRAM DESCRIPTION:

This program will employ 100 students (one hour each day) and an additional 53 students (two hours each day) in 26 different schools. There will be work experience as teacher aides, vocational shop aides, school office aides, clerk typist library aides, building maintenance aides and print shop aides.

STATE: Texas COST: $340,000

PROGRAM TITLE: Jeanetta Foundation

PROGRAM DESCRIPTION:

This program will cooperate with Dallas Community Colleges to prepare area disadvantaged youth to fill openings in the child care industry. A specialized curriculum combining both work experience and classroom training is utilized.

Specifically, this program involves an outreach component, orientation, assessment and counseling. During the assessment and counseling activities an employability development plan will be constructed for each participant. After the plan is completed, youth participants will be enrolled in pre-job training programs. These sessions will highlight self awareness, job seeking skills, job retention skills and occupational information. As youth participants are deemed training-ready, they will be enrolled in the community college Child Development Program, working toward certification as child care specialists and various child care aides. Each youth participant, upon completing the community college curriculum, will be given a certificate and earn college credits. Participants will be placed as child care aides and para-professionals.

STATE: Texas COST: $226,000

PROGRAM TITLE: Bexar County Labor Community Project

PROGRAM DESCRIPTION:

This program is primarily an experimental model program to determine the effectiveness of serving minimally handicapped youth. It will be a work experience program coupled with classroom training. One half of the participants will receive the Adult Performance Level Training, one half will not. Evaluations will be performed to determine which group benefits more from the program.

STATE: Utah COST: $20,000

PROGRAM TITLE: La Raza Pre-Vocational Training

PROGRAM DESCRIPTION:

The Program Operator will implement necessary actions to establish a Pre-Vocational Counseling Program for disadvantaged minority youth. The project will provide tutoring and counseling services to 25 to 50 needy high school students leading to high school completion or equivalent and/or placement in a job not subsidized by government funds. The project will refer students, dropouts and pushouts, who are in need of financial assistance and other manpower services to part-time employment opportunities.

STATE: Utah COST: $96,900

PROGRAM TITLE: Rural Adventures in Career Exploration

PROGRAM DESCRIPTION:

The Rural Adventures in Career Exploration "RACE" will be implemented as a result of the examination of the overall needs of youth and which projects of those solicited demonstrated the highest capacity for effectiveness. The focus areas are intended to broaden and enhance current services by providing the necessary orientation materials, hardware and qualified staff to assist target groups in becoming aware of alternative career paths and employment opportunities in a "hands-on" milieu.

The project will have three exemplary features: (1) the uniting of education, employment and training to attack education and employment problems of local youth, (2) utilizing a mobile unit to serve rural isolated communities, and (3) using bilingual (Navajo and English) career information and job skills materials.

STATE: Vermont COST: $46,000

PROGRAM TITLE: Without Walls

PROGRAM DESCRIPTION:

Youth participating in this project are placed in pseudo-apprenticeship with local artisans for a period of two months. Participants spend three days per week with the artisan job shadowing. Two days per week the youth participate in career orientation and life planning sessions. Youth are placed in bona-fide apprenticeships after this training period and remain with the artisan for one year in an on-the-job training position.

STATE: Virginia COST: $165,016

PROGRAM TITLE: On-the-Job Training

PROGRAM DESCRIPTION:

This project provides OJT and classroom training to youth in a variety of forestry-related skills. The Virginia Division of Forestry provides training at their New Kent seed tree orchard. It is expected that this project will provide trainees with the needed skills for employment in the woodland industry.

STATE: Virginia COST: $107,751

PROGRAM TITLE: Disadvantaged Youth Training

PROGRAM DESCRIPTION:

This project will provide disabled youth in the Charlottesville School System with training that focuses on continued educational progress, identifying work skills, improving work skills, improving attitudes and increasing motivation for employment. Two counselors with experience in teaching learning disabled students will be employed to work directly with the students in overseeing their in-school training and on-the-job supervision. A series of workshops will also be held under the project to train all prospective employers in the area of employment and training for the disadvantaged employee.

STATE: Virginia COST: $87,200

PROGRAM TITLE: Theatre Related Employment Experience

PROGRAM DESCRIPTION:

This project is designed to give work experience and training in theatre arts production skills to in-school youth with interest in theatre arts. Clients will average 20 hours work experience per week. They will learn specific skills by performing in the structured environment of a community theatre. The project will develop training texts and lession plans for all training activity.

STATE: Virginia COST: $72,313

PROGRAM TITLE: Career Development

PROGRAM DESCRIPTION:

This project provides three groups of eligible youth with a career education program consisting of six courses and a structured career laboratory. Each participant is exposed to two occupational areas per week in the laboratory. In addition a Career Education Advisory Committee will be established that includes representatives from area high schools, the employment commission, human services agencies, and area business and industries. The Committee functions in three main capacities: (1) as an advisory committee program, (2) as a public relations groups, and (3) as a task force to conduct follow-up studies of participating youth.

STATE: Virginia COST: $70,852

PROGRAM TITLE: Career Employment Experience

PROGRAM DESCRIPTION:

The Career Employment Experience program addresses sex-stereotyping of women in the traditional work environment and offers a program of structured procedures and methods aimed at overcoming such stereotypes. The program includes self-awareness activities highlighted by the presentation of dedicated and professional guidance, counseling and assessment of vocational aptitudes and career aspirations. Participants will be placed in public sector worksites in non-traditional fields. The project serves 23 young women, approximately 16 years of age, who are experienceing academic achievement problems.

STATE: Virginia COST: $63,234

PROGRAM TITLE: Career Employment Experience

PROGRAM DESCRIPTION:

This project will develop and maintain an employment training, placement and follow-up program for teenage youth who are referred to the institute because of severe emotional and/or learning disabilities. The program's goal is to treat heretofore unemployable youth who are residents of the Institute and develop their competentency for entering the world of work or skill training.

STATE: Virginia COST: $26,980

PROGRAM TITLE: York Archaeological River Discovery and Recovery Mission (YARDARM)

PROGRAM DESCRIPTION:

The purpose of this project is to provide productive work experience and training to youth in the field of nautical archaeological excavation and conservation, through the establishment of cooperative efforts between the York County Public School System, the Peninsula Office of Manpower Programs and the Virginia Research Center for Archaeology. This project will directly result in the preservation of an important historical site and related artifacts, and contribute to the development of local visitor facilities.

As part of youth involvement in this project, participants will be enrolled in an evening program of academic study, which will enable them to earn a diploma from the York County Public School System.

STATE: Washington COST: $65,000

PROGRAM TITLE: Comprehensive Outreach for Vocational Education and Rehabilitation

PROGRAM DESCRIPTION:

Implemented in FY '78 this program provides on-the-job training and/or work experience for handicapped youth. Program emphasis is on placing these youth in employment.

STATE: Washington COST: $100,000

PROGRAM TITLE: Coordination of Handicapped Programs

PROGRAM DESCRIPTION:

The purpose of this project is to improve employment services to the handicapped youth and adults by promoting information exchange and coordination among agencies providing services to the handicapped. The project will actively assist in coordinative services between CETA prime sponsors, employment and training agencies, agencies servicing the handicapped, and employers and advocacy groups representing the handicapped population. The result of this project will be improved coordinated services to the handicapped population.

STATE: Washington COST: $28,000

PROGRAM TITLE: Job Improvement/Work Restructuring Project

PROGRAM DESCRIPTION:

Unlike most programs which focus primarily on client needs, this project impacts the employer directly by offering technical assistance in the form of job restructuring. Job restructuring designs a job that attempts to maximize the extent to which both employer and employee needs are met. Restructuring offers a vehicale for dealing with this job quality issue.

The research component of the project centers on locating and studying information about existing restructuring efforts in the private sector, as well as compiling a bibliography and library of materials. Subsequent research will focus on studying the retention rates of youth placed in restructured job versus those hired into non-restructured jobs. In addition, data is being collected regarding youth attitudes towards jobs and the world of work, with the aim of learning more about what constitutes a "quality" job from the youth perspective.

STATE: Washington COST: $25,000

PROGRAM TITLE: Evaluation of YEDPA

PROGRAM DESCRIPTION:

This project will provide detailed documentation for Congress regarding the specific and measurable accomplishments of the Youth Employment and Demonstration Project Act (YEDPA) in the State of Washington. This documentation will be provided by developing case studies of Washington State's current CETA YEDPA programs. Using these case studies as a data base, the project will generate a comprehensive evaluation of the formal connections between CETA, private sector firms and educational institutions. This evaluation will therefore provide an assessment and description of all local agencies providing youth services under YEDPA. The assessment and description of the YEDPA program will enable the State Employment and Training Council (SETC) and Congress to determine three outcomes: (1) what types of unique program mixes were developed, (2) the scope and nature of alternative coordination programs designed, and (3) whether the intent of congressional legislation has been met by these programs and connections.

STATE: Washington COST: $16,000

PROGRAM TITLE: Vocational Teaching Assistants

PROGRAM DESCRIPTION:

Participants in the program will be provided part-time work experience as teaching assistants (TA) in secondary school vocational classes in an area of their career interest. Youth must be enrolled full-time in post secondary vocational programs.

The program offers a means whereby these youth can utilize newly acquired skills, gain confidence in their abilities and develop skills in communicating and working with other individuals. At the same time the TA will provide vocational classes with aides who are knowledgeable in a particular skill area and allow for individualized instruction in the classroom.

STATE: West Virginia COST: $42,919

PROGRAM TITLE: Widen Youth Corps

PROGRAM DESCRIPTION:

The purpose of this project is to help some economic base in a small rural community in West Virginia and that will involve the entire community.

In-school and out-of-school youth are provided work experience, classroom training and vocational exploration in woodworking, light construction, retail store operation and sewing.

STATE: Wisconsin COST: $110,000

PROGRAM TITLE: Youth Career Exploration, Development and Training Program

PROGRAM DESCRIPTION:

The Inner City Youth Serving Agencies (ICYSA) coalition is proposing a community-based cooperative, coordinated demonstration career vocational exposure and job development project for youths between the ages of 16 and 19. The project will focus on: (1) exposing youth to various entry-level positions such as automotive mechanics, shoe repair, retail sales, upholstering, locksmith, receptionist; (2) providing initial training through an ICYSA agency or a business worksite with on-going training and vocational exposure to be provided by a business worksite, and (3) providing a wide range of supportive services to the youth which will enhance the probability of their succeeding in the program.

STATE: Wisconsin COST: $98,000

PROGRAM TITLE: Statewide Manpower Services Program

PROGRAM DESCRIPTION:

The Wisconsin Association for Youth, Inc. (WAY) project is a multi-facted proposal to assist in improving the planning and delivery of manpower related services to Wisconsin youth eligible for services under CETA. The project will provide youth development training, placements in decision-making capacities, youth effectiveness and/or youth involvement training locally, and transition from school to employment services. Also, the program will experiment with a youth-run economic development project including 15 to 20 youth, experiment with a volunteer restitution program for 20 youth in supervised work experiences, provide an inventory of community resources in five counties, and conduct youth needs assessments in four countries.

STATE: Wisconsin COST: $55,000

PROGRAM TITLE: To Provide Background Data and Evaluation to Further the Effectiveness of YEDPA in Wisconsin

PROGRAM DESCRIPTION:

The project conducted by the University of Wisconsin's Industrial Relations Research Institute will examine and describe patterns of youth employment/unemployment, and do a process evaluation of YEDPA programs in four areas. The results of the evaluation will be made available in a series of reports (with policy recommendations).

STATE: Wisconsin COST: $50,000

PROGRAM TITLE: Youth Managed and Operated Business

PROGRAM DESCRIPTION:

The project is designed to provide job training and actual employment to youth in restorative or community improvement activities. The intent is to strengthen self-confidence and use local business as trainers.

STATE: Wisconsin COST: $50,000

PROGRAM TITLE: Research Awareness Project

PROGRAM DESCRIPTION:

The theme project is to coordinate youth programs in the Sheboygan County area. Placement of youth into menial jobs within the school system has hindered career awareness and compounded the dropout/unemployment rates, especially for minority youth. Communidad de Amigos will develop a special multi-system to serve a minimum of 150 youth enrolled in SPEDY, YETP, YCCIP, potential drop-outs, and offenders who are low-income or poverty level. This project will demonstrate the efficacy of the Singer Awareness Laboratory for low-income youth.

STATE: Wisconsin COST: $35,000

PROGRAM TITLE: Career Exploration Through Improvisational Theater

PROGRAM DESCRIPTION:

This project is geared to Latino youth in the Waukesha community who continue to be adversely affected by factors such as a low self image, negative work habits and the lack of appropriate training facilities and programs.

This model of youth employment seeks to remedy the situation described above through a unique and innovative approach. The staging of a play will be used as the focal point for the implementation of four major components of the project: (1) individual development, (2) career exploration, (3) acquisition of marketable skills, and (4) academic credits.

STATE: Wisconsin COST: $33,670

PROGRAM TITLE: Development of WECEP, Vocational Work Experience, and Transitional Services for In-School Youth

PROGRAM DESCRIPTION:

The project will provide for a person on the staff of the Department of Public Instruction, Bureau of Career and Manpower Development, with the responsibility to develop the coordination of manpower and educational agencies in order to implement WECEP and Vocational Work Experience programs. This person will be responsible for identifying all CETA-eligible youth aged 14 to 18, contacting schools and youth program operators in order to develop programs for these in-school youth, and ensuring that at least 50 high schools become involved in these programs. In addition, this person will be responsible for disseminating information on these programs to all LEAs and youth program operators throughout the state, and for developing coordination between schools and manpower programs at all levels throughout the state.

STATE: Wisconsin COST: $31,500

PROGRAM TITLE: Center for the Study of the Relationship, Skills, and Vocations of People (RSVP)

PROGRAM DESCRIPTION:

This project will provide hourly wages for RSVP students who are in their second year of curriculum programs which concentrate on career awareness/exploration (semester 3 of the program) and on-the-job training (semester 4).

During semester 3, all students will take part in three 5-week work experiences selected by the student through a process intended to insure "informed choice". Students's must also complete interest and skill inventories and a counseling process.

During semester 4, the RSVP students will work in OJT in either the public or private sector. Emphasis is on developing occupational competencies in a job which the student would wish to obtain after high school.

STATE: Wisconsin COST: $16,046

PROGRAM TITLE: Evaluation of YCCIP, YETP, and SPEDY Youth Employment Programs in the West Central AMPB

PROGRAM DESCRIPTION:

This project will indentify the impact of West Central Area YCCIP, YETP, and SPEDY programs on participating youth and programs or components of programs. Primarily, it will assess the changes in work attitudes and skills of youth participants and uses data that is generated from pre-test and post-test administrations, as well as final placement data from each program operator to determine the major effects of the CETA work experience on participants.

The pre-test data will be provided to program operators for use in planning and providing appropriate work experiences for participants. In addtion, the staff of this project will provide technical assistance to program operators, as requested, for their internal evaluations.

STATE: Wisconsin COST: $36,394

PROGRAM TITLE: Comprehensive Summer Career Development Program for Migrants and Seasonal Farmworker Youth

PROGRAM DESCRIPTION:

This project is designed to meet the exceptional economic and educational needs of migrant and seasonal farmworker youth. This project will assist limited English-speaking MSFW youth in exploring alternative careers. This project will provide counseling, work experience, and vocational/teaching training supported by an employment-oriented academic program.

A SUMMARY OF THIRTY-TWO PLANNING DOCUMENTS FOR
GOVERNORS' STATEWIDE YOUTH SERVICES PROGRAMS, FISCAL 1978

The Governors' Statewide Youth Services Programs allow states to test a variety of program options to improve employment opportunities for youth. The governors' allocation may be used for such programs as:

(1) providing financial assistance for employment and training opportunities for eligible youths who are under the supervision of the state;

(2) providing labor market and occupational information, without reimbursement, to prime sponsors and local educational agencies;

(3) providing for the establishment of cooperative efforts between state and local institutions, including occupational and career guidance and counseling and placement services for in-school and out-of-school youth;

(4) providing financial assistance for expanded and experimental programs in apprenticeship trades, or development of new apprenticeship arrangements, in concert with appropriate business and labor unions or state apprenticeship councils; and

(5) carrying out special model employment and training programs and related services between appropriate state agencies and prime sponsors in the state, or any combination of such prime sponsors, including subcontractors selected by prime sponsors, with particular emphasis on experimental job training within the private sector.

The National Governors' Association has reviewed the planning documents for the Governors' Statewide Youth Services Program of thirty-two states. This paper will summarize these efforts in the following states:

California
Connecticut
Delaware
Georgia
Hawaii
Illinois
Indiana
Iowa
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Minnesota
Missouri
Nevada
New Hampshire
New Jersey
New York
North Carolina
North Dakota
Oklahoma
Oregon
Rhode Island
South Carolina
Tennessee
Utah
Washington
West Virginia
Wisconsin
Wyoming
Puerto Rico

These states represent three-fifths of the states eligible to operate Governors' Statewide Youth Services Programs. The percentage of these states that will be operating programs under each of the allowable areas is as follows:

- Programs for youth under the supervision of the state - 81 percent.
- Programs providing labor market or occupational information - 69 percent.

- Programs establishing cooperative arrangements between state and local institutions - 66 percent.

- Expanded or model apprenticeship programs - 56 percent.

- Model or experimental programs - 84 percent.

Following are summaries of programs in each of the above categories, selected to provide examples of the range of efforts under the Governors' Statewide Youth Services program.

I. Programs For Youth Under Supervision of The State

Eighty-one percent of the state plans reviewed were providing programs for youth under the supervision of the state. The target groups of youth under the supervision of the state include: (1) the physically handicapped, (2) mentally retarded educable youth; (3) youth offenders institutionalized, on probation, or in rehabilitation or restitution programs; (4) the emotionally troubled; and (5) youth in foster homes, orphanages and public shelters.

State of Hawaii

Vocational Exploration and Experience Program, Hawaii School for the Deaf and Blind. This program is designed to increase the employability of sixty deaf youth by providing a combination of transition services, work experience and on-the-job training. In addition, this project serves as an instrument to focus on the manpower training needs of deaf youth to stimulate the development of regular funding for future program services.

The services provided to participants are as follows:

(1) pre-employment counseling, vocational and psychological evaluations, and audiological testing;

(2) vocation exploration through which students will rotate through several work stations on campus under close supervision of project counselors;

(3) career employment experience through which youths will be placed in short-term work experience programs in public or private non-profit agencies. This work experience training will be coupled with job-related academic training and counseling; and

(4) on-the-job training for youth who elect to enter the job market fulltime at the close of the regular academic year.

State of New Jersey

Theatre Without Bars: Job Readiness Program. Theatre Without Bars represents an exciting and imaginative approach to preparing inmates for the world of work.

This program will offer two workshops a week (on acting and writing) and six special education workshops at Jamesburg and Yardville Correctional Centers for 150 inmates during a nine-month period.

Acting workshops will use exercises that have been developed to provide training on concentration, observation, listening, sensitivity and verbal communication. Additional exercises in body language and non-verbal communication will help youth become more aware of their personal behavior and that of others. This training will be useful in job application and interview situations.

Very often, inmates are unable to verbalize their thoughts clearly and coherently because of lack of formal education. In the writing workshops the inmates learn to express themselves through the written word. Specific exercises and lesson plans have been developed to increase the inmates' reading and writing levels.

Every two months, a special education workshop is conducted at each institution. These workshops are the culmination of the previous months' acting and writing workshops. Several experienced leaders from business and colleges are given special training in the areas covered by the program.

An all-inmate touring company will visit each institution to put into practice what they have learned in the workshops about presenting themselves as articulate and confident individuals.

Theatre Without Bars will keep in close touch with those released to ascertain their progress. The organization's current practice is to follow up on ex-offenders.

State of New York

Inmate Research Aide. Currently, there are few, if any, training programs for youth with long-term prison sentences. The program will focus on establishing a network for constant educational and vocational data collection and training youthful inmates to be Data Research Aides.

Youthful inmates will be brought together at a maximum security facility for two weeks of intensive training in elementary statistics and data collection techniques. Additional training will be conducted in each correctional facility throughout the duration of the project. Research Aides will be assisted in conducting surveys and encouraged to submit results for analysis. They will also be instructed in elementary analysis techniques.

Youthful inmates will learn skills that will give them a place in the prison community and insight into the composition of the prison population. The information generated by their efforts will be of great value in development of prison program goals and plans.

State of Oklahoma

Little Dixie Community Action Agency Juvenile Restitution Program. This is a pilot program targeted at an area of the state that has a high delinquency rate. The Little Dixie Community Action Agency Juvenile Restitution Program will serve youth in a 3-county area of rural Southeastern Oklahoma.

Since approximately 50 percent of all crimes are committed by former juvenile delinquents, programs of this nature are necessary in order to rehabilitate youthful offenders before they progress into acts of more serious consequence. By cooperating with the court system and DISRS (Department of Institutions, Social and Rehabilitative Services) it is felt that most youth, given the necessary attention, opportunities for skill training and employment, can evolve into socially and economically productive individuals.

The project proposed will serve approximately 220 youthful offenders who have committed delinquent acts resulting in property damage in a 3-county area. Through cooperation with DISRS and the court system, designated youth will be placed in supervised jobs and training sites. Each participant will be expected to contribute 50 percent of his salary as restitution for damages sustained in his or her unlawful act. The money will be withheld during normal salary payment processes through the Little Dixie C.A.A. fiscal division. At the conclusion of the restitution-training period, efforts will be made to place the participant into a full-time job that reflects prior training. It is hoped that a reduction in recidivism will occur due to the impact of this program.

State of South Carolina

Fire-ant Census Project. The Fire-ant Census Project provides employment to youth in state operated orphanages and/or correctional institutions. South Carolina has a serious fire-ant problem due to the northward migration of the South American fire-ant. This species of insect has proved to be a hazard to recreation, agriculture and residential property. The South Carolina Department of Agriculture will conduct a grid census of the relative population densities of fire-ants, in order to design future control programs.

The positions to be created will involve outside work and travel -- job characteristics that have been requested by target youth. The census program will create two teams of two persons each and one supervisor (five positions per county) in six coastal counties. These teams will travel throughout the county sampling ant populations, recording findings and filing and organizing their records. These positions will result in the placement of participants in a semi-academic setting in which they will see practical applications of academic skills. The participants in the fire-ant census program will gain experience that demonstrates that academic skills do have practical applications.

Participants would be referred to the CETA intake process by state-operated orphanages and/or correctional institutions. After eligibility certification and enrollment, participants will undergo a short period of training in order to master the procedure for taking and recording the fire-ant census. The procedure would require that mathematical and literacy skills be applied in a working routine located in an outdoors setting. Although the jobs require only basic skills, the impressions of applied learning, work-site mobility and, outdoor work and transferability provide positive reinforcement for participants to continue their education.

State of Wyoming

Skill Training for Releases of Wyoming Industrial Institute. The Wyoming Governor's Statewide Youth Services Program focuses on the offender. This program will provide skill training to persons released from the Wyoming Industrial Institute, who are unable to find employment upon their release. The program addresses two major problems: lack of understanding of the labor market and the lack of a saleable skill.

The design of the program is as follows: Upon release, the youth selected is sent for three weeks to the CETA Vocational Evaluation Program operated by the Natrona County School District. The first week is devoted to evaluation. This evaluation is separated into four elements--personality, academic achievement, general ability, and interests. At the end of the first week, the job service counselor and the evaluation program counselor meet with the participant to discuss the evaluation.

The second week is devoted to the client's completion of goal-directed tasks in simulated work stations. The participant's performance is evaluated. This evaluation includes factors such as dexterity, coordination, frustration, et cetera. The third week of the program covers instructions on the job market. Three areas are covered: job choice, job search, and work behavior preparation.

The Vocational Evaluation Program is provided through CETA title I funding. This program is followed by on-the-job training or classroom training. The on-the-job training is provided to those youth offenders who have participated in vocational courses in the institute in which further training is needed and immediate reinforcement of a job is required. Classroom training is provided to youth offenders who do not have an available skill. Training will occur in the mechanics trades and welding.

The program will serve eight youth offenders who are eighteen years of age and who have a high school diploma or GED, or who do not wish to complete high school.

Commonwealth of Puerto Rico

Social Treatment Center Project. This project provides the opportunity for training and work experience in the community to 100 youths living in Social Treatment Centers. In addition to helping these youths prepare themselves for future employment in the community, they will help the community through the improvement of parks, beaches and other recreational areas, public buildings, homes of disadvantaged families and similar community improvement projects.

In this way, these youths not only receive incentive pay for each hour of work in the community (which will be saved for their return) but they are also able to demonstrate that they are willing and able to work and get along in the community.

The project year is divided into four stages.

In the first stage, participants are selected.

For a two-month period, project participants receive intensive academic and vocational instruction at the Social Treatment Center (Stage II). In Stage III, participants devote an average of 31 hours weekly to education, training and work experience activities and are provided an average of 10 hours of academic instruction, six hours of vocational instruction, and 15 hours of on-the-job training and/or work experience during an average period of eight months.

The final stage consists of job placement activities in the community.

II. Programs Providing Labor Market or Occupational Information

Sixty-nine percent of the state plans reviewed were providing labor market or occupational information to prime sponsors and local education agencies, without reimbursement. As the selected descriptions will indicate, there are two major thrusts: provision of support to the state occupational information systems and the collection and dissemination of labor market information specific to youth.

State of Connecticut

Youth Data Resources Study. The Stamford Area Prime Sponsor will develop a research instrument to conduct a survey and study of the labor market experiences of area youth. The study will approach the youth labor market from both the supply and demand (youth and employer) aspects. Youth who are in or entering the labor market will be polled concerning their job hunting experiences. Employers will be interviewed to determine their needs for and demands upon youth employees.

The results of this study will aid in:

(1) selecting areas for classroom training;

(2) setting-up standards for program completion;

(3) identifying potential opportunities for Youth Employment and Training Program (YETP) participants as well as traditional on-the-job training slots;

(4) providing guidance for counselors who work with youthful participants; and

(5) helping other youth-serving institutions, particularly the public schools, improve their programs and service delivery systems.

The program will be designed to avoid over specialization to the particular circumstances of the Stamford area. The design will allow other prime sponsors or interested agencies to replicate the model in their area.

Currently, available information on youth is dispersed throughout many agencies on the state and local level. Employment and training program planners cannot easily get the information needed for a clear statistical picture of the youth labor market. This program presents a model to combat the problems by providing a comprehensive picture of a particular area and a program design that can be replicated.

State of Hawaii

Youth Employment Information Coordination. The state currently has no program that provides labor market or occupational information related specifically to youth at either a state or local level. The currently available information is very limited and does not provide reliable data necessary for realistic planning.

A three-part coordination plan has been developed to foster the coordinated development and inventory of information specific to youth employment, coupled with an efficient system for dissemination.

The two steps in this coordination plan include:

(1) inventory and analysis of existing information on youth, and youth labor market information; and

(2) development of a systematic and efficient distribution mechanism to provide this information to prime sponsors, education agencies, and other appropriate users of youth information.

State of Kentucky

Analytical Data Search. Currently, the commonwealth's labor market information capability rests with the Research and Statistics Branch in the Bureau for Manpower Services. This branch provides to prime sponsors the analytical data on the labor market dynamics for each prime sponsor area. The data, transmitted in annual reports followed by monthly and quarterly updates, offers the planner information on the dimensions of the need for manpower services. In the case of youth, however, the data is quite minimal in terms of the number of indicators under study.

To augment this data, the Research and Statistics Branch is undertaking an extensive analytical search for all data currently generated on the demographics and labor force dynamics of Kentucky's youth and Kentucky employers who utilize the youth labor pool. Once the data is assembled, several analytical reports will be produced. Youth employment and training needs, including information on highschool students, college graduates, and school drop-outs, will be profiled for each CETA prime sponsor. The report will focus on youth demographic characteristics, skills, employment histories and barriers. These reports will also include sections on those enrolled in federal, state, and local employment training programs. Another report will detail youth employment opportunities by occupation for selected youth intensive industries in the commonwealth. The study will seek to explore employer attitudes on youth, with sepcial emphasis on drop-outs. The project staff is assessing what data is available and in what form. The commonwealth's educational network is being asked to acquire significant statistics. If large gaps appear in the data, youth may be surveyed to support an analytical data base. Employers may also be surveyed to gauge the employment potential for youth.

After the reports are written, the staff of the Research and Statistics Branch will explain the findings and methods to prime sponsors.

State of Maryland

Youth Labor Market Information Report. The state will develop a special report on youth to provide prime sponsors with area localized information on youth population and youth employment opportunities.

Basic labor market information, such as total civilian labor force, employment, unemployment and rate of employment, is available but information on subgroups, such as veterans, handicapped, and unemployed by occupational category is not available. Statistical methodologies will be developed so that data can be derived for each prime sponsor area on a continuing basis. Population will be used as the logical basis for the statistical information. A systematic attempt will be made to synthesize all appropriate local, state, federal and private sources of information into the input process of the statistical methodology. The report will present statistical information and narrative analysis for individuals age 16 to 24. Further consideration will be given to the numbers of persons 14 and 15 years of age who represent the potential supply of future job entrants into the labor market. The geo-political coverage of the report will include the State, and all CETA prime sponsor areas.

The CETA prime sponsors will be involved in the Project to insure that the resulting report will be a useful tool for them. Prime sponsors will be asked what sorts of data they would like to see collected, the kinds of analysis of the data to be made and the format of the report. The completed report will be distributed to the prime sponsors free of charge.

State of Minnesota

MOIS Cooperative Access Program. The Minnesota Occupational Information System (MOIS) provides computer-based delivered information to youth and other persons seeking career information. This program, a cooperative effort between MOIS, prime sponsors and local education agencies, will take advantage of the physical facilities in the schools to increase the access to MOIS by youth.

The MOIS Cooperative Access Program is designed to stimulate development of single site community career centers in each community. The program will:

(1) develop a "model" after-school career counseling center;

(2) plan and publicize the program to community CETA agencies and schools;

(3) arrange for necessary staff training, materials, and access to the Occupational Information System (OIS); and

(4) provide staff training and technical assistance to centers.

The program will result in the expanded use of MOIS for CETA youth clients, and provide a vehicle for prime sponsors to use in delivering career information to youth.

In addition, the resulting increased availability of the system in rural areas is a particularly important aspect of the project.

State of North Carolina

Development of Career Information System. An inter-agency consortium will be established to maintain accurate current information files to help students relate career opportunities and decisions to post-secondary educational choices. The system will be similar to the Career Information System established in Oregon and currently being implemented in a number of other states.

The Division of Community Employment has taken the lead in forming an advisory council to study the various systems that are available and the alternative administrative arrangements to support the technical and management staff that will design and operate the system. Interest is strong among the user agencies that will eventually support the system.

Although the full development of the system will take up to two years, a considerable amount of the occupational information will be available within three to four months after the consortium is established. This information will be provided without charge to local education agencies, prime sponsors and CETA counselors as it is developed. Once the system is fully implemented, DCE will purchase its services as part of its counseling and guidance efforts in other programs.

State of South Carolina

Statewide Career Information System. South Carolina expects to implement a comprehensive statewide Career Information System based upon an Oregon state model. An interagency consortium would be formed to provide long-range support for the system with the governor's funds utilized to underwrite initial implementation costs. The Oregon CIS can be modified easily to meet the needs of South Carolina. A contract would be negotiated with Oregon to provide the computer program and necessary technical assistance for implementation.

The implementation of a Career Information System will provide "occupational, education and training information" to in-school, and out-of-school youth to enhance their career prospects. Using existing computers in the state and other delivery devices, the system's information would be delivered to youth in secondary schools, technical colleges, colleges and universities, prime sponsor subcontractees and other organizations and agencies that serve youth such as Department of Youth Services, Correctional Institutions, Youth Conservation Corps, et cetera.

A staff would:

(1) revise existing data on the South Carolina labor market and educational offerings into formats useful to youth career decision-making;

(2) maintain the currency and adequacy of the information;

(3) implement the system in local agencies and schools;

(4) train school and agency counselors on effective use of the system; and

(5) manage the overall operation of the system.

Over a two-year period, it is expected that ongoing costs would be picked-up by schools and agencies using the system through user services fees.

State of Washington

The Washington Occupational Information System (WOIS), now in its third year of operation is viewed as the recognized state source for occupational and training information. It serves over 200,000 clients and provides both computer-based and manual information systems.

The following two programs are designed to increase the use of WOIS:

Basic Manual Information Service Program

Prime sponsors have identified approximately forty intake stations for youth participating in Youth Employment and Training Program activities. WOIS will provide "needlesort" decks (an occupational preference determination system), WOIS reference books including occupational descriptions, required

preparation, education and training program files, and detailed school files to each of forty CETA sites. WOIS education specialists will provide basic training for site representatives in the use of the WOIS system. Included in the basic WOIS materials are:

1. Occupational Descriptions - contains brief summaries about duties, work setting, pay, employment outlook, required preparation, and a bibliography for each of 240 occupations representing about 95 percent of the employment opportunities in the state of Washington.

2. Educational Programs - lists and describes all approved training and educational programs in the state. Includes options and specialities, and lists specific schools offering each program.

3. School File - contains detailed information on Washington's public, private, and proprietary schools and colleges. It includes program data as well as costs, admission requirements, location, contact people, et cetera.

4. Occupational Needlesort Decks - A file of coded, edged-punched cards representing 240 occupations in the state. By answering questions in "Quest," a questionnaire contained in the WOIS User's Handbook, the client sorts the cards by inserting a metal needle in the coded holes. After answering all the questions, he or she will have selected those cards representing occupations that tend to match his or her interests best. This set of cards then provides the direction for using the information files listed above.

5. User Handbooks - each client or "user" should receive a handbook. It contains the "Quest" and detailed instructions on how to locate data in the information files.

Both Services Council and prime sponsor staff will assist WOIS in determining which prime sponsor intake stations are most appropriate to receive WOIS information to be used by eligible youth.

Specialized Youth Program Occupational Information Training

WOIS experience indicates that most counselors and other social service personnel have not received effective training in the area of labor market and occupational information. Youth programs can be enhanced greatly by providing instruction in locating sources of information, analyzing the information and interpreting it. Also, youth counselors and guidance assistors need to learn ways in which occupational and educational information can be utilized most effectively in the youth program. WOIS will provide a customized CETA coordinators' training program which will include training sessions and a handbook that will contain the following:

(1) explanation and guide to using occupational interest inventories and related materials;

(2) list of sources of occupational information and types available from each;

(3) instruction on effective use of occupational and education materials;

(4) suggested activities - specific activities that can be utilized to assist clients; and

(5) suitable binders for the materials.

One important aspect of this special training package is its transferability should personnel within the intake station change during the program year. All information listed above and that presented at the training sessions will be available in written form so training for supplemental intake station personnel can be handled in a cost effective manner. Both Services Council and prime sponsor staff will assist WOIS in determing exactly what counselor training needs are called for in each prime sponsor area.

III. Programs Establishing Cooperative Arrangements Between State and Local Institutions

Sixty-six percent of the state plans reviewed were providing programs establishing cooperative arrangements between state and local institutions.

State of Hawaii

Coordination Workshops

A series of workshops are being planned to enhance current linkages between existing state services and those of prime sponsors. The workshops will try to provide the opportunity for interchange of information and dialogue at the operating and consumer levels, identification of problem areas in coordination of services and recommendations for resolution of issues. The workshops planned are:

(1) Youth Employability Development - This workshop will be geared toward professional and technical staff members of agencies providing direct services to youth in employability development and job placement programs.

(2) Youth Employability Development Resources - This workshop will be geared toward professional and technical staff members of agencies providing supportive services or responsible for youth programs which are not providing direct manpower services.

(3) Youth Programs and Resources - Under auspices of the State Youth Council, this workshop will attempt to elicit feedback on the impact of youth programs and youth problems in general. Participants will be youths representative of program clientele served.

(4) Governor's Youth Conference - A general conference on the youth employment situation, to evaluate the effectiveness of the new programs and indicate future directions for youth employment programs.

State of Louisiana

Youth Programs Coordinator. The State Manpower Services Council will create a staff position to promote cooperative efforts between prime sponsors, local employment service offices, local school boards and other institutions that provide occupational and career guidance and counseling as well as placement services for in-school and out-of-school youth and aid in the implementation of the youth employment and training programs within the state. In addition, the staff person will serve as a liaison between the above mentioned groups and provide information regarding CETA youth programs to all interested parties.

State of Minnesota

Statewide Education Coordination. The Statewide Education Coordination project is designed to provide the necessary leadership and technical assistance to local school districts to assure the development and operation of effective "In-school Youth" programs which carry out the intent of the law and regulations with respect to state school laws and regulations.

The following procedures and techniques will be used to accomplish this coordination:

(1) establish a departmental Youth Education and Training Program task force which represents the various components of the department who must be involved in the effort, such as, vocational division, Right to Read, counseling and guidance, and secondary education sections in both instruction and vocational education;

(2) develop a plan for attaining the objectives and carrying out the functions delineated;

(3) develop the materials necessary to assist school districts in the development and operation of effective programs under YETP;

(4) conduct regional workshops for school personnel and prime sponsors who will be involved in the YETP;

(5) provide on-going and on-site technical assistance to aid effective operation of the program; and

(6) gather data, on a statewide basis, that will support and assist the Department of Economic Security in the administration of the program.

This project should strengthen the linkages between the 432 school districts and prime sponsors by providing a focal point for technical assistance at the state level.

State of New Jersey

The Department of Education: Adult High Schools

This program provides a plan for the development of a statewide mechanism for awarding high school credit and diplomas to in-school and out-of-school youth participating in a bonafide learning experience. Such experiences normally are conducted by CETA prime sponsors or contracting agencies other than local school districts. Although the experiences provided by CETA are directed toward successful labor market participation, rather than traditional academic curricula, the effect will be to provide both training and educational credit for the training.

In the program, credit is awarded for competencies equivalent to those required for completion of a high school course. Accordingly, an individual enrolled in a CETA training program can earn high school credits towards a diploma for the skills developed in the program. In addition, participants will be evaluated for prior experiences.

The program staff will establish a statewide list of credit bearing course titles, definitions of terminal course requirements, assessment devices and mutual planning with each CETA prime sponsor. This staff would insure that all CETA training experiences are assessed for credit, establish uniform procedures for the award of credit, transcript development and issuance of equivalent diplomas.

State of New York

Inter-agency Consultant Staff. This program will coordinate and foster cooperative efforts between state and local institutions. A consultant staff will be formed from a combination of twelve New York state agencies in order to provide technical assistance, concerning youth programming to prime sponsor, balance of state, counties, local education agencies and any other organizations that are interested in such assistance.

The following twelve New York state agencies will provide staff to assist the employment and training organizations:

(1) Department of Labor
(2) Office of Parks and Recreation
(3) Office of Military and Naval Affairs
(4) Office of Drug Abuse Services
(5) Department of Social Services
(6) Department of Mental Hygiene
(7) Department of Correctional Services
(8) Department of Environmental Conservation
(9) Division for Youth
(10) Division of Probation
(11) State University of New York
(12) Education Department

By pooling the human resources from the state agencies, comprehensive technical assistance will be provided that will lead to better program planning for youth activities.

State of Nevada

Statewide Coordination. The Nevada youth program will focus on the coordination and establishment of linkages between State Manpower Services, institutions, community organizations and prime sponsors. This coordination will be established through the following methods:

(1) Youth Conference

The State Comprehensive Employment and Training Office (SCETO) will sponsor a youth conference to bring together CETA representatives, public and private agencies, and school representatives to discuss employment and training needs and disseminate information concerning CETA and other youth programs with a similar client group. Also SCETO will participate in the Governor's Committee on Youth and Children which has a conference scheduled for March 1978.

(2) Newsletter

The SCETO will expand the newsletter now distributed by the office to include a special page on youth programs, facts and data.

(3) Informal

The SCETO holds quarterly meetings with the three prime sponsors in the state plus the Indian prime sponsors. The meetings now will include agenda items on youth, with particular emphasis on coordination of the Young Adult Conservation Corps. This will give prime sponsors an opportunity to share innovative program information.

State of Wisconsin

Coordinated Technical Assistance. This technical assistance effort will increase the coordination and/or integration of existing youth programs and youth involvement in manpower programs.

This program will aid the efforts of state and local institutions providing manpower or manpower related services by (1) increasing the involvement of youth in manpower programs, with particular emphasis on participation on advisory boards; (2) identify the characteristics, residency, and return flow of youth under the supervision of the state; and (3) inventory state agency and local youth programs and identify areas where coordination would be beneficial.

IV. Expanded or Experimental Apprenticeship Programs

Fifty-Six percent of the state plans reviewed were providing expanded or experimental apprenticeship programs. For some states, this was their first involvement with apprenticeship and for others it was the expansion of an existing arrangement.

State of Connecticut

Apprentice Studies Program. The State Manpower Services Council will undertake an experiment by having the State Community College system and the Apprentice Training Division of the Labor Department jointly conduct a program to involve youth in apprenticeable trades and on-the-job training. The community colleges will provide eight weeks of pre-apprentice classroom training to prepare youth participants for entrance in the state apprenticeship system. The program will entail a formal, individualized training strategy with the following components:

(1) foundations reading, mathematical and English skills
(2) career exploration
(3) effective decision making
(4) effective human relations
(5) self-awareness
(6) getting the job
(7) growing on the job
(8) work placements

Recruitment will be done by the Connecticut State Employment Service under the guidance of its Statewide Apprentice Information Center in New Britain. The Apprentice Information Center office will contact all CETA intake centers throughout the state and inform them of project goals and the availability of openings.

The Apprentice Training Division of the State Labor Department will be responsible for placing the youth in appropriate apprenticeable occupational slots or on-the-job training. Part-time work-study arrangements will be considered for participants whose needs dictate such. This program component will be coordinated with the ongoing apprenticeship program by the Connecticut Labor Department's Apprentice Training Division.

The selection of particular occupations for OJT or apprenticeship will depend upon individual preference and suitability as determined during the pre-apprentice program. All slots developed by the Apprentice Training Division will be certifiable OJT or apprenticeable occupations. Scholarships will be available for participants who need assistance buying required tools and serving additional work-related education.

Also integral to the Apprenticeship Studies Program, is the cooperation of the Apprentice Training Division with the community colleges in evaluating each existing apprentice and on-the-job program for academic credit. A career ladder ultimately will be established to link apprentice studies with an associate degree.

State of Indiana

Pre-Apprenticeship and Training Program. This is one of several apprenticeship programs that will be sponsored by the Indiana Governors' grant.

This program will prepare youth for apprenticeship and trainee positions within the building trades industry. Local building trades personnel and private contractors will be involved actively with the program through their direct supervision of program participants during their four weeks in field work experience. Program instructors will be selected by an advisory group from the construction industry. The make-up of this advisory group will have concurrence with the St. Joseph Valley Building Trades. Involvement of local building trades personnel will be further assured by virtue of their commitment to forty-two apprenticeship and trainee slots for individuals completing the program.

Outcomes expected include: achieving a positive termination rate of 70 percent from pre-apprenticeship and training program, affecting a pre-post CETA wage improvement of $1.34 per hour as a result of program participation, placement in occupations of long-term demand, occupational upgrading to apprenticeship and training slots, increasing the ability to meet labor supply and demand, increasing the number of apprenticeship job categories, and placing individuals currently unable to gain entry into apprenticeship and training positions.

State of Iowa

Apprenticeship Information Program. This program has been designed to interest women in apprenticeship programs and to remedy the lack of information available to youth about the various opportunities in apprenticeship. Public information materials covering specific apprenticeship opportunities, including an inventory of current apprenticeship programs in Iowa will be developed and distributed to secondary schools throughout the state.

State of Maine

Three Part Analysis of Apprenticeship. The Maine State Manpower Services Council has planned three activities concerned with apprenticeship. Currrently, no organized and active relationships exist between Maine CETA prime sponsors and the Federal Bureau of Apprenticeship and Training (BAT) or the State Apprenticeship Council (SAC). Communications between CETA and the apprenticeship agencies have been, at best, infrequent and irregular. The prime sponsors have not operated or been involved in the operation of apprenticeship programs. However, an informal SMSC survey found that the prime sponsors are strongly interested in possible SMSC activity and assistance in the area of apprenticeship.

The first program component will research the existing apprenticeship situation in Maine. The objective is to educate the SMSC and the prime sponsors,

as well as to provide a context within which to judge the feasibility of developing and/or cooperating in the operation of CETA/apprenticeship programs. Contacts made in this process will form the basis of future working relationships and communications with appropriate agencies and organizations.

Activities will include:

(1) identifying federal and state standards for apprenticeship;

(2) identifying federal equal employment opportunity in apprenticeship requirements and those set forth in the state plan for equal employment opportunity in apprenticeship and training;

(3) identifying, as necessary, related guidelines and restrictions, such as those that may be established by a particular union or company for its own program; . .

(4) identifying existing programs in Maine. Lists of apprenticeship program sponsors are not released by SAC, because publicity in the past has resulted in overwhelming and untimely requests for applications for sponsors' programs, which are generally publicized when apprenticeship openings exist or are expected to develop. Lists of the trades in which apprenticeships currently are registered, and the number of apprentices in each trade, are available;

(5) developing a profile of past and current apprentices; and

(6) identifying occupational growth areas and related apprenticeable trades, utilizing the resources of the Maine Department of Manpower Affairs' Manpower Research Division.

The second program component will be the dissemination of information on apprenticeship programs to Maine's CETA prime sponsors. Once the information has been obtained from the appropriate agencies and organizations, and analyzed and organized, SMSC will communicate it to Maine's prime sponsors.

This will be accomplished through a training session for prime sponsors involving the SMSC and representatives of SAC, BAT, and appropriate state and university agencies.

The training session will serve not only as a forum for education and information sharing, but will also bring the concerned parties together, enabling them to establish direct contact with one another.

Participants in the training session will be surveyed. If their reactions are generally positive, their recommendations will be used to improve training design, and the program can be adapted for subsequent state level or local use. Should the training prove to be successful, the model will be offered to MACVE for adaptation as a training program for vocational educators.

The third program component will be the determination of the feasibility of designing a model CETA apprenticeship program targeted at a sector of the eligible population not ordinarily served by apprenticeship programs in the state.

Once the groundwork has been laid, SMSC will consider the following options:

1. establishment of a model CETA apprenticeship program; and

2. provision of technical assistance to prime sponsors who wish to develop CETA apprenticeship programs.

Apprenticeship appears to be extremely valuable as a work/training alternative for CETA participation.

State of West Virginia

Apprenticeship Training Program. This program will be operated by a local educational agency (LEA) in conjunction with the West Virginia Bureau of Apprenticeship Training. The apprenticeship training segment will consist of a combination of classroom training and on-the-job training for graduating seniors and for drop-outs who are interested in the type of training being offered. Types of training being offered through this program include:

1. Heavy Equipment Operators
2. Carpenters
3. Plumbers
4. Electricians
5. Bricklayers

The length of apprenticeship training will range from three to four years depending upon the individual's ability to master the chosen trade. However, this program will provide training only for nine months because of limited funding. If this program gets long-term support enrollees will receive training over an extended period.

The program will enable the Employment and Training Division to negotiate with the West Virginia Bureau of Apprenticeship Training, to provide for similar training of other individuals through existing programs administered by the Employment and Training Division.

State of Massachusetts

"One-Stop" Apprenticeship Opportunity Centers (AOC). The State Manpower Services Council, in conjunction with the University of Texas, is assessing the feasibility of establishing a centralized, streamlined application and screening process for the apprenticeable trades in Massachusetts.

A 1976 study by the Federal Committee on Apprenticeship (FCA) reported that numerous unions and management representatives were concerned about the time and trouble involved in processing applications from prospective apprentices. The FCA recommended that experimental programs in two or more cities be initiated to test the idea in practice.

Currently, Springfield and Boston have been identified as two areas which (a) lack effective apprenticeship information centers (AIC), (b) have building trade unions concerned with providing more apprenticeship opportunities, and (c) are ideally suited due to their location and population.

Specifically the AOC would:

(1) engage in recruitment efforts, in conjunction with the Apprenticeship Outreach Program, to inform potential applicants about apprenticeship programs;

(2) assist Apprenticeship Information Centers in publicizing the procedures to be followed in making application;

(3) assist applicants in acquiring birth certificates, high school transcripts or GED's, military separation papers and other necessary documents;

(4) distribute a single, standardized application, approved in advance by all programs, which would be used by all programs; and

(5) establish linkages between CETA prime sponsors and guidance personnel in local education agencies;

(6) develop a statewide system for the continued dissemination of up-to-date information on apprenticeship training to local education agency personnel; and

(7) develop, through research and evaluation, a model for future workshops in the state.

V. Model Employment and Training Programs

Eighty-four percent of the states used YETP resources to develop model employment and training programs.

State of California.

Alternate Curriculum Program. California will design and operate an expanded and/or alternative vocational curriculum for in-school, fourteen-to eighteen-year-olds. This program will be experimental in approach and will involve, as much as possible, controlled variables, highly specific tasks and timetables, frequent and comprehensive monitoring, and an extensive evaluation for a period of two years following the end of the project.

The goal of this experimental program is to create an expanded or alternative, vocationally-oriented curriculum which would assist high school drop-outs and prepare early high school students to remain in school until graduation. The hypothesis to be tested is the following:

If a selected school district, in conjunction with appropriate state agencies, provided 14 to 18-year olds with intensive occupational counseling and occupationally-based curricula, and if this occupational counseling and curricula stress long-term interests of students whose school record indicates the likelihood that they will not graduate.

State of Delaware

Youth Employment Training Demonstration Project. This program will involve community and private business support in providing occupational information, career counseling, employment and training information and job development to high school youth and high school age dropouts to aid their entrance into employment or training leading to employment.

These activities will be delivered intensively to two major groups from January through August, 1978. These groups will consist of eligible applicants from (a) the senior and junior classes, with preference to seniors, from high schools in Wilmington, who are disadvantaged and who have poorly developed post high school plans or little opportunity for employment, college or apprentice training, and (b) high school drop-outs, with preference to recent dropouts who would be graduating in June, who are from low income families and those who agree to enroll in a school program leading to a diploma or its equivalent.

The YETDP will provide regularly scheduled counseling, vocational exploration and job development using hands-on vocational stations and shop experiences. Allowances will be provided for all eligible participants involved in regularly scheduled activities described above. Rate of payment will be at minimum wage level for hours of participation only. Dropouts will receive remedial communication skill development in addition to the other services and will be assisted in enrollment procedure.

This combination of activities will constitute the emphasis of the program during the school year. In the summer, job development and placement in training will be intensified, capitalizing on the youths' increased awareness of personal capabilities, limitations, and occupational goals. Since the target group for these services will be the youth most likely to be unable to adjust successfully in the labor market environment, the impact of this program on the entire graduating class is expected to be significant. All high school seniors from Wilmington graduating in June 1968, are expected to continue their formal education, enter apprenticeship programs, enroll in vocational training or enter employment by the end of September 1978. Although this program will not directly serve all 681 seniors in Wilmington, the efforts of current staff in schools, supplemented by other agencies, is expected to address the level of need of a significant number of the seniors, many of whom will have established clear goals or will need only minimal services in the formulation of personal objectives and plans.

State of Georgia

Rural Disadvantaged Youth Program. This program will increase the employability of rural disadvantaged students by providing career guidance and vocational training services. The program will serve 150 disadvantaged rural high school youth, age 16-21, who do not have access to vocational training or work experience opportunities.

The activities and services will include:

1. summer residential vocational training;
2. work experience orientation;
3. career decision making; and
4. career guidance and counseling.

The goal of the program is the development of basic employment skills which will increase future employability.

State of Indiana

Six Steps to Success. This program will provide classroom training in secretarial skills and techniques.

It will serve disadvantaged out-of-school youth, ages 16-19 who have at least a sixth grade reading and math ability.

The main objectives of this program are:

1. To develop the desirable personal qualities and traits that are essential for success, and
2. To teach the skills and techniques required for immediate office employment.

This program will use a step-by-step progression plan (called "Six Steps to Success").

Steps 1-3 will consist of development of attitudes and learning skills necessary for work adjustment before actually becoming employed, and steps 4-6 will consist of learning and developing the skills and attitudes relevant to holding a job. Success at any step requires the skill and attitudes of the preceding steps. Skills learned and attitudes developed at each step are necessary before even a short duration of employment is possible.

A classroom setting in a business environment will be used, allowing the enrollee to observe first-hand, day-to-day operations and to discuss the practical application of techniques as taught in class. Learning, which is often hampered by negative attitudes toward school, will be enhanced and the advantages of a classroom setting can be utilized fully.

State of Massachusetts.

Reducing Sex-stereotyping in Occupational Choice. This program will try to combat sex-stereotyping in the employment and training system. While maximizing initial impact by concentrating on a limited target area, an effort will be made to have an impact on CETA programs throughout the state. Program staff who provide such services as intake, orientation, assessment and placement of CETA participants in training slots will be exposed to training to raise their conciousness about sex-stereotyping in career choices. This will be done through the use of visual presentations (slide, tape, film); one-time or monthly publications; and group awareness sessions. CETA staff will be approached on an individual basis and through group experiences.

Documentary Film on Unemployed Youths. This program proposes that a film be made by unemployed youths (recently hired Title III clients) and unemployed artists (CETA eligible Title VI film artist). This "cinema verite" documentary will be statewide, focusing on urban and rural unemployed youths in their typical surroundings, street corners, unemployment lines and offices, and in their homes. Interviews will be taped and will have a visual statement, firsthand, of the unemployment problem of youths. Unlike facts and figures that tend to get buried in reports, this will be a visual and dramatic presentation of youths' feelings and frustrations. Because the film will be made by recently unemployed youth it will provide special insight and understanding.

The film can be screened for private industry as an employment strategy, and for youth commissions and agencies addressing youth unemployment.

State of Minnesota

Solo Parents Career Program. The Solo Parents Career Program will serve twenty single parents through a six-pronged program including: child care, personal counseling, career education, an individual education program for each participant, work experience in a protective setting, and referrals to a job in the private economy where there is potential for advancement.

This program will test the hypothesis that a program providing day care for infants, individual counseling and support, education designed to support a participant's succeeding on the job and a carefully supervised work placement situation will enhance a young single parent's self-image and prepare him or her to succeed in the world of work.

The activities and services provided in this program will differ from existing employment and training approaches in several ways:

1. There will be an individual education and work readiness program developed for each participant;
2. the career education class involving twenty participants will provide an opportunity for mutual reinforcement, the attainment of social skills necessary in the world of work, and knowledge of the demands of the world of work;

3. a staff that will include a half-time school social worker and a half-time work coordinator will be able to help participants develop needed social and work skills, plus provide referral to social and health agencies where participants face personal problems that would limit their chances to succeed in the world of work;

4. the public service-type work situation developed for the participants will be designed to help participants gain the social confidence needed to succeed in the world of work, as well as the job skills necessary to obtain and hold jobs where there are opportunities for advancement; and

5. the provision of day care services will allow the participants to devote their full energies to preparing themselves to succeed in the job market.

Students will use part of their career education for single parent course time to develop a series of tip sheets that can be provided to other single parents who face similar difficulties in finding a job.

State of Missouri

The Mobile Training Unit will demonstrate the effectiveness of a detailed occupational analysis, accompanied by individually tailored training programs in securing rural employment for the economically disadvantaged.

The Mobile Training Unit will develop a self-contained mobile system that will include an evaluation center, an automotive occupations training section, an office occupations training section, and a mid-management training section. The evaluation center will provide diagonostic interviews and testing that will be used to tailor each individuals' training experiences. It will also provide exploration and career options, work sampling, and professional occupational counseling. Participants in the automotive occupations section will learn to perform an automotive tune-up with minimum supervision and be capable of performing advanced skill level operations pertaining to automotive air conditioning. The office occupations section will use individualized typing programs and/or filing programs built around the trainee's perceived needs and abilities. The mid-management training section will aid the participant in gaining the basic skills necessary for jobs in retailing establishments.

State of New Jersey

Welfare Reform Model Demonstration. In view of the upcoming legislation on welfare programs, there is a need to test an approach that will outline the major areas of emphasis in providing manpower services to youth receiving welfare and

those whose families are on AFDC. Included also are services to youth under supervision of the State Division of Youth and Family Services.

The program will combine the services of several agencies currently operating separate programs for welfare recipients. It is expected that the Work Incentive program, together with Division of Youth and Family Services, CETA Prime Sponsor(s) and the Job Service will operate a "Cooperative" employment and training program for the target youth.

The Program hopes to bring each of these agencies together to focus their services intensively on each youth participant.

Training and services will include but not be limited to the following: intake, assessment of multiple agency eligibility, counseling and testing, employability plan development, joint agency participant assessment and goal development, referral to job orientation, work experience, classroom skill training, on-the-job training, individual referral, ongoing counseling, placement and follow-up.

State of North Carolina

Wayne County Schools In-School Suspension Project. The Wayne County School system has an unusually high number of students who are suspended or expelled from the school system, or who have been adjudicated as being undisciplined, or delinquent by the juvenile court system and placed on probation or committed to a state institution. In addition to these students, there are many more who have exhibited behavior problems within the school setting that disrupt and prevent other students from learning.

The "in-school suspension" is an alternative approach to discipline for students who are behavior problems in the traditional academic environment. It is a school within a school. The "in-school suspension" is a self-contained classroom with a teacher to provide individual attention and instruction as needed by these students. Students suspended from their regular classrooms will attend the "in-school suspension" classroom for a number of days depending upon the extent and seriousness of their misbehavior.

The project teachers will instruct the suspended students on an individual basis, with the regular classroom teachers providing the classroom assignments. The suspended students would have their work up-to-date with their classmates when they return to class. The project teachers will work closely with the classroom teachers, holding conferences with these teachers before and after school. The school counselors will provide the project teachers with the circumstances relative to suspension for each student. The counselor will also work with these students in a group situation each day.

The project teachers will write a narrative report on each student for each time he or she is in attendance. The report will include the teacher's need to be knowledgeable regarding the students, and reasons for assignment to the project. These reports will be shared with the parents, principals, and school counselors.

At the completion of the suspension period the students return to their regular classroom, with all work completed and are better prepared academically and emotionally to continue their classwork.

State of North Dakota

Model Rural Youth Employment Program. This program will involve four rural communities with similar population and characteristics in which thirty-two youth (eight per community) will be involved with adults in planning and completing projects, under supervision, that result in benefits to the communities. The model rural youth employment programs in each community will emphasize youth involvement in working with community representatives to assess community needs and formulate plans to address those needs. Each community will form a youth council, consisting of youth and community representatives, that will select and direct a project that employs the youth and results in a benefit to the community. Within the framework of this model program, North Dakota will apply 10 percent of its Youth Employment and Training program funding to allow for participation of youth who are not disadvantaged economically and test the programmatic benefit to low income youth participating in programs that include youth from a variety of economic backgrounds. Two of the communities will involve only economically disadvantaged youth (control groups). These communities will utilize funds from this grant. The other two communities will involve experimental groups with a mix of economically disadvantaged and non-disadvantaged youth and will use YETP experimental funds. Specific program ingredients include:

1. Hypothesis I. The self-concept of economically disadvantaged youth, especially their occupational orientation, will be greatly enhanced through participation in a program involving youth from a mixture of economic backgrounds.

Hypothesis II. The number of non-positive terminations of the program by economically disadvantaged youth will be smaller in a program involving youth from a mixture of economic backgrounds.

2. In two communities, youth selected to participate must meet the criteria for YETP participation. In the other two communities, youth selected must also meet the criteria for YETP participation except that half of the participants will be non-disadvantaged economically.

3. Participants will be provided work experience, under supervision, and transition services to include counseling and providing career information. The biggest difference in activity between this model program and existing employment and training programs will be the involvement of the youth in planning for their work experience.

4. This experimental program is expected to produce two beneficial results. First, the evaluation of whether or not the hypotheses are correct will have implications for policy makers in identifying the emphasis for future programs. Second, a subjective assessment of the model programs will provide valuable information to those seeking to solve rural youth employment problems.

5. Youth participants will take the Piers-Harris Children's Concept Scale before they start the program and after they finish it. Additionally, terminations will be classified as to positive or non-positive and the results compared. These activities will be analyzed to determine whether the hypotheses are correct. In addition, a subjective assessment will be made of the model programs.

State of Oklahoma

Oklahoma 4-H Project. In keeping with the 4-H's mission to help young people become self-directing, productive and contributing members of society, this program will use volunteer leadership to aid participants in a structured, supervised, and educational training experience. The youth will have a greater opportunity for employment within the private business sector.

A state 4-H career coordinator will be responsible for initiating the career program throughout Oklahoma. The Oklahoma Extension Service, which is located in all seventy-seven counties, will be the means of contacting agencies, organizations, businesses and persons to become involved in the program. The program is structured to provide the following assistance: help youths to look at themselves, learn their strengths, how to value, how to make meaningful decisions and learn goal-setting skills. Also teens will have direct experience in working with adults as they perform daily routines. This is an unpaid experience for a specified time period. Youth will continue to meet in small valuing groups while participating in the program to help participants make responsible choices relative to career and life planning.

State of Oregon

Tamarack Learning Center Project. The project will help students become more employable by raising their communication skills, math competencies and job seeking skills through the design and operation of a business.

The innovative nature of the project lies in the participant-centered teaching method coupled with a participant-operated venture into private business. Activities and services provided to the participants include an integrated learning approach. Students will learning accounting, writing, reading, personal skills as they set up and run a woodcutting business. All participants will be engaged in both the classroom and the business aspects of the project. Under CETA the specific combination of a unified work experience crew taking task oriented classes resulting in a small business operation has not been formally tested as a means of preparing youth for employment and economic self-sufficiency.

The benefits of the program include:

1. provision of the low income elderly community with inexpensive winter fuel (profit will be kept to a minimum and will be put back into the program);
2. conservation of Deschutes National Forest by the cleanup of downed wood and snags;
3. at least nineteen otherwise unemployable youth will have an intensive employment experience providing a service and learning how to be self-sufficient in small business management; and
4. a handbook on the particular strategies used in this model program. The handbook will be produced for distribution to prime sponsors and other groups (public and private) interested in serving Oregon's unemployed youth in new, workable ways.

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